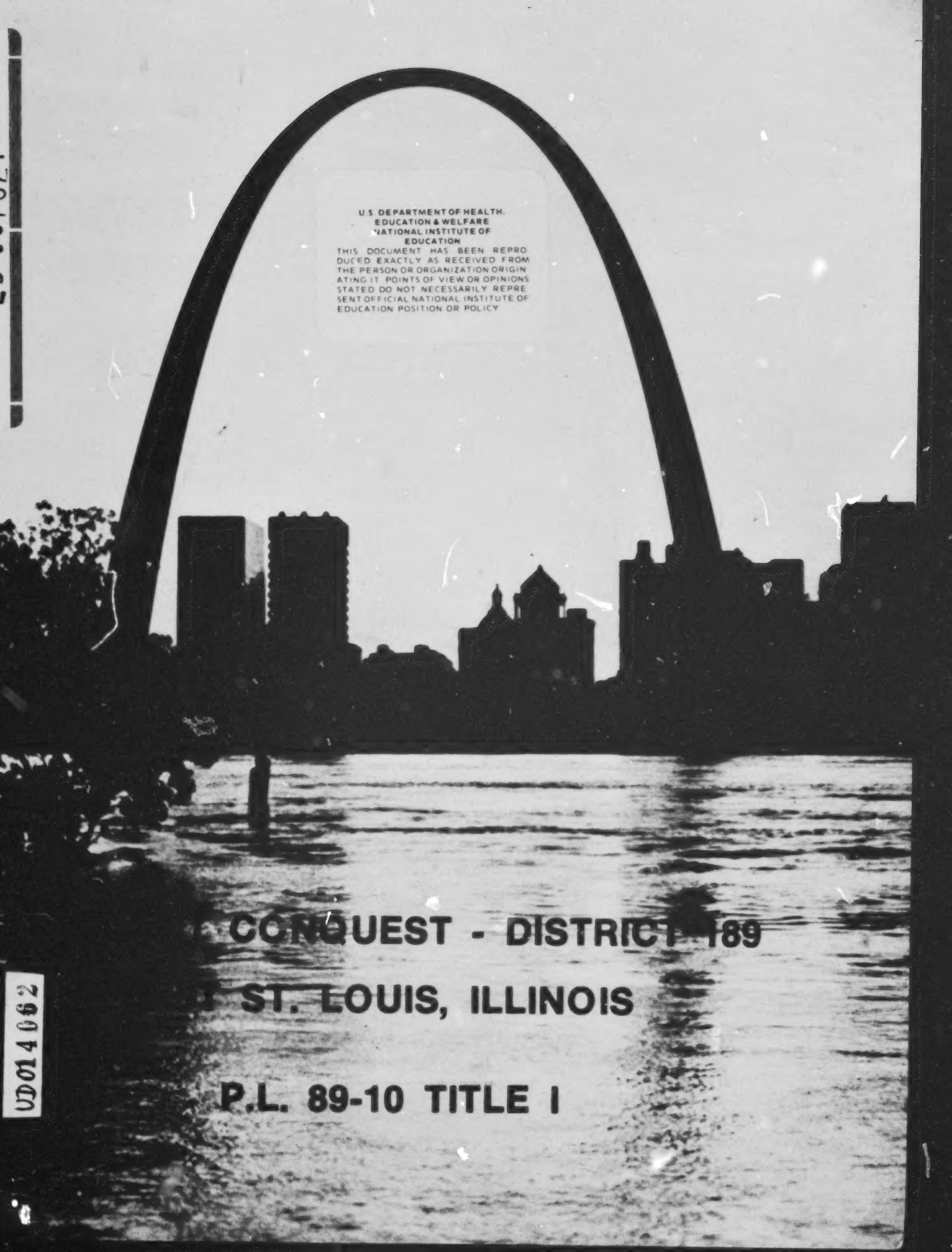
DOCUMENT RESUME

ED 087 827 UD 014 062

TITLE	Project Conquest--District 189, East St. Louis, Illinois. P.L. 89-10 Title I.
INSTITUTION	East St. Louis School District 189, Ill.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE	72
NOTE	78p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Educational Diagnosis; *Elementary School Students; Individualized Instruction; *Inner City; Inservice Teacher Education; Negro Students; *Reading Instruction; *Reading Programs; Self Esteem; Small Group Instruction; Student Teacher Relationship; Teaching Methods
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I; *Illinois; Project Conquest

ABSTRACT

Project Conquest was aimed at disadvantaged children in grades one through six who were capable of reading at grade level but who were reading one or more years below grade level. In addition, the project aimed to train Conquest Clinicians in new methods of remedial reading techniques so that they would become knowledgeable of new trends in education. Project Conquest has two complementary components, remedial reading instruction and inservice remedial reading training, for teachers. There are 19 centers throughout the target areas. Remedial instruction is provided in 45 minute sessions held four and one half days per week. Reading rooms and clinics are similar in that they provide: (1) extensive diagnosis of each child's reading-related problems, (2) techniques and materials tailored to meet each child's diagnosed needs, (3) remediation either individually, or most often, in groups of six children and one clinician, (4) an experience carefully structured so that the student rearely fails to attain his objectives, and (5) a warm, one-to-one relationship with the children, using an abundance of praise and encouragement to enhance self-esteem. Children are selected on the basis of their failure to read up to their potential or at grade level and they are released when they reach one of these established goals. [Pages 27 and 29 have been deleted for copyright reasons; several pages with photographs have been deleted for reproducibility reasons.] (Author/JM)



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CONQUEST - DISTRICT 189

ST. LOUIS, ILLINOIS

P.L. 89-10 TITLE I

UD014062

INSTRUCTIONAL MATERIALS BOOKLET

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PROJECT CONQUEST

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INTRODUCTION

In 1972 Project Conquest was chosen as one of five (5) exemplary reading programs in the country by President Nixon's "Right To Read" Council. This choice was the culmination of seven years of experience in dealing with reading needs of East St. Louis' Title I students. Through these years both the Project and its teachers have undergone many changes. Conquest has evolved, adapted itself to the changing educational needs of its community and grown in the sophistication of its approach to satisfying the needs of each of its serviced children. It has been, perhaps, this willingness to adapt, to try new approaches, to chance failure, which has been the real key element in the program's enduring success and reputation.

The "Right To Read" was begun in the 1970 with the express purpose of insuring for each American the enormous segment of the American culture obtainable only by the skill of reading. Toward this end it has seen fit to financially sponsor the sharing of experiences and information about programs which work in the hope that other districts throughout the country will be able to benefit. This book, with its attendant slide description (available on request) is an attempt to implement the "Right To Read's" stated function of information dissemination.

What follows will be a detailed summary of the aspects of our program which we feel would be helpful for any district interested in setting up a reading clinic.

OVERVIEW

Context and Objectives

Project Conquest was established 1965-66 school year in response to the needs of capable disadvantaged children whose reading problems were not being helped by regular classroom teachers. Specifically, the project was aimed at disadvantaged children in grades one through six who were capable of reading at grade level but who were reading one or more years below grade level. In order to meet the academic and social needs of these children the project aimed to:

Statistically significantly raise the average reading abilities of the student as measured by the Bond-Clymer-Hoyt between pre-post-testing after nine (9) months remedial instruction.

Statistically significantly improve their self-concepts, which are reflected in school related aspirations; as measured by "As I See Me" with pre-post-testing after nine (9) months in clinical setting.

Unquantifiable Objective - To train Conquest Clinicians in new methods of remedial reading techniques so that they are knowledgeable of new trends in education.

IDENTIFYING NEEDS

The pupils served by Project Conquest live in severely depressed metropolitan neighborhoods of E. St. Louis, Illinois. Located across the Mississippi River from St. Louis, East St. Louis is the fifth largest city in Illinois. Less than a century ago, the city was a thriving industrial center as well as one of the largest pork producing areas in the world. Now, however, the packing houses and other industries have left, and East St. Louis is burdened with an oversupply of unskilled labor for the limited jobs available.

In a 1970 survey of cities with populations of fifty thousand (50,000) or more, East St. Louis ranked first in the percentage of families with annual incomes of less than $3,000. Mid-1970 demographic data indicated that the city's population had dropped more than sixteen (16) percent, since the 1960 census, that over seventy (70) percent of its seventy thousand (70,000) inhabitants were black, and that fifty one (51) percent of these blacks earned less that $3,000 a year at employment which consisted almost entirely of unskilled jobs. Unemployment rates were twenty (20) percent city wide and thirty (30) percent in the more depressed areas from which Project Conquest participants were drawn. In these areas, over fifty (50) percent of the families received some form of public aid.

As of February 16, 1972, the Federal Research and Evaluation, District 189 Indigent Survey placed the district poverty index at 61.36 percent.

This 1972-73 Needs Re-Assessment was collected from a number of sources which include: (1) The District 189 Indigent and Remedial Needs Survey, May 1972, (2) the Evaluation Report ESEA Title I, 1971-72, (3) Background Information for State Illinois Visitation of District 189, March 10, 1972, (4) Test Results in Title I and Non-Title I Schools for School year 1971-72, (5) interviews with (a) receiving schools personnel (b) students, (c) businessmen, (d) parents, and (e) Title I personnel concerning "unmet needs", etc., and finally, a comprehensive series of visitations to the twenty-eight (28) schools in East St. Louis' low income areas.

This special study of children in twenty-three (23) of the city's most disadvantaged schools revealed they were reading more than a year below grade level.

PERSONNEL

Beginning with one reading clinic which provided diagnosis and remediation to one hundred (100) pupils in 1965-66 the program has grown to include nineteen (19) reading rooms and reading clinic centers serving 992 children.

Project Conquest personnel consists of administrative, instructional, clerical and paraprofessional staff who serve the project full time. Following is a description of the duties of the staff.

1. Director - In addition to exercising general supervision over Project

Conquest, the director conduct preservice and inservice workshops for project clinicians and aides.

3 Supervising clinicians - The three reading clinics (grades four through six) each have one supervising clinician, a permanent member of the reading clinic staff, who is responsible for supervising instruction at assigned clinics. In addition to providing inservice training for clinicians and screening pupils for admission to the clinics. The supervising clinician prepares reports for home schools and for the project director.

Thirty six (36) Reading Room and Reading Clinic Clinicians - Reading Clinic Clinicians staff three (3) reading clinics in addition to sixteen (16) other reading centers. These clinicians are part of the project's one year on-going inservice training program in diagnosis and remedial techniques. After their year as clinic clinicians, they fill vacancies which occur in the project's permanent reading staff. The clinicians, closely guided by each clinic's supervising clinician, provide specialized remedial instruction to children in grades four, five and, six.

Reading Room Clinicians - These clinicians are required to spend one year in-service training before joining the permanent reading room staff. The clinicians staff nineteen (19) centers. They provide remedial reading instruction based on needs identified by indepth clinical diagnosis.

Eight (8) Clinician Aides - Clinician aides rotate to all centers to assist clinicians in any capacity designated by the clinicians.

Two (2) Clerks - One clerk serves the director, One (1) clerk serves the clinicians.

One (1) Clerk aide - The clerk aide assists the two (2) clerks.

Two (2) Counselors - Counselors help the child to understand himself, others, and his environment.

Project children also receive hearing, vision and physical examinations. These services are provided by nurses who serve all Title I programs.

METHODOLOGY

Project Conquest has two complementary components, remedial reading instruction and inservice remedial reading training, for teachers.

Project children receive diagnosis and remediation at one of the nineteen (19) centers throughout the target areas. Remedial instruction is provided in forty five (45) minute sessions held four and one half (4½) days per week. Reading rooms and clinics are similar in that they provide:

> (1) extensive diagnosis of each child's reading-related problems, (2) techniques and materials tailored to meet each child's diagnosed needs. (3) remediation either individually, or most often, in groups of six children and one clinician, (4) an experience carefully structured so that the student rarely fails to attain his objectives, and (5) a warm, one-to-one relationship with the children, using an abundance of praise and encouragement to enhance self-esteem. They also use both the same selection and release criteria. Children are selected on the basis of their failure to read up to their potential or at grade level and they are released when they reach one of these established goals.

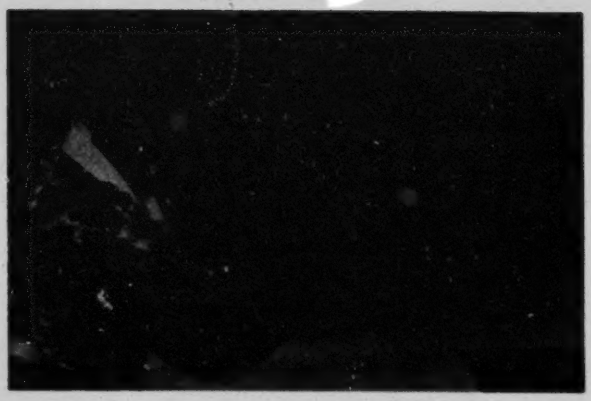
The reading rooms and clinics differ mainly in the grade levels they serve. Reading rooms serve pupils in grades one through three. Reading clinics serve children in grades four through six.

Diagnosis and remediation procedures at each of the centers are the same. After indepth clinical screening which helps to define the precise nature of a pupil's reading disability, the clinicians meet to devise a remediation plan based on diagnostic data. Attainable goals are assured at the outset by starting each child on tasks and materials geared one (1) year below his tested reading level. In this way, the pupil can be encouraged by initial

success in an area he previously associates with failure.

The clinicians apply their newly acquired remedial skills as they teach the pupils. Early in the year, instruction is often provided on an individual basis. As the pupils acquire word-perception skills, the transition to small-group instruction is made. The clinicians select materials and equipment for each pupil according to the individual remedial instruction program planned for him. These materials and devices are different from those provided in regular classrooms, and most can be adjusted to match the student's reading rate and comprehension levels.

If a pupil can not demonstrate that he is ready to return to his regular class by grade four, he is transferred to a reading clinic for continued remediation.



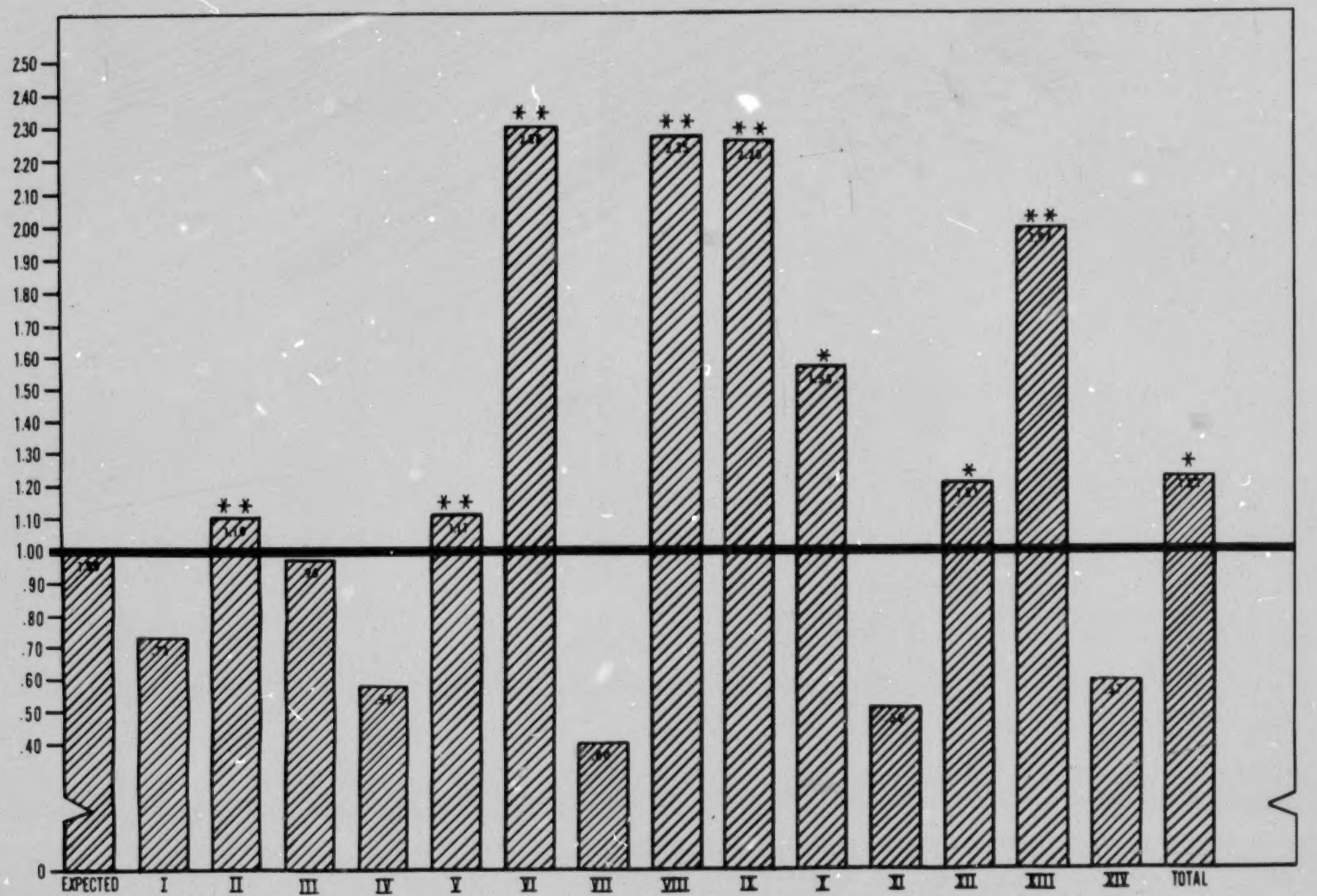
SELF-CONCEPT

Special techniques are used in reading rooms and clinics to build the pupil's confidence, to encourage him to adjust to the demands of school, and to raise his level of aspiration. Clinicians adjust instructional demands to insure success; they establish close rapport with each child; and they provide frequent opportunities for each child to demonstrate his programs and to be praised for his reading achievements.

ORIENTATION

Training is initiated in a preservice workshop held during the first two weeks of the regular school term. The aim of this workshop is two-fold. New clinicians are given an orientation into the philosophy, goals and history of the program. The entire staff, both new and returning, are taught current methods in diagnosis and remediation. Full-day sessions focus on these techniques as well as methods of establishing rapport and enhancing self-confidence and materials and equipment used in remediation activities. Special emphasis is given to the area of testing which encompasses a major part of the diagnostic procedure. The director, along with experienced clinicians, explains the purpose of each test and relates detailed procedural guides for each individual test. Clinicians then practice both administering each test and interpreting its results, with more experienced clinicians aiding the newer clinicians. The background provided by the two week orientation prepares clinicians for more detailed inservice training after they assume their duties as project clinicians.

This session is followed by a regular Friday afternoon inservice workshop. Information is presented at this time and disseminated in order to keep the clinicians abreast of current trends in reading as well as innovative, relevant, effective educational techniques.



$\bar{X}$ GAINS, GATES–MacGINITIE, CONQUEST PUPILS' GAINS, 5-71 TO 5-72
GAIN EXPECTED, INDIVIDUAL CENTERS' GAINS, AND TOTAL GAIN.

*STATISTICALLY SIGNIFICANT AT .01.
**STATISTICALLY SIGNIFICANT AT .05.

TEN TEACHING MONTHS PER YEAR
IN CALCULATIONS OF GAINS.

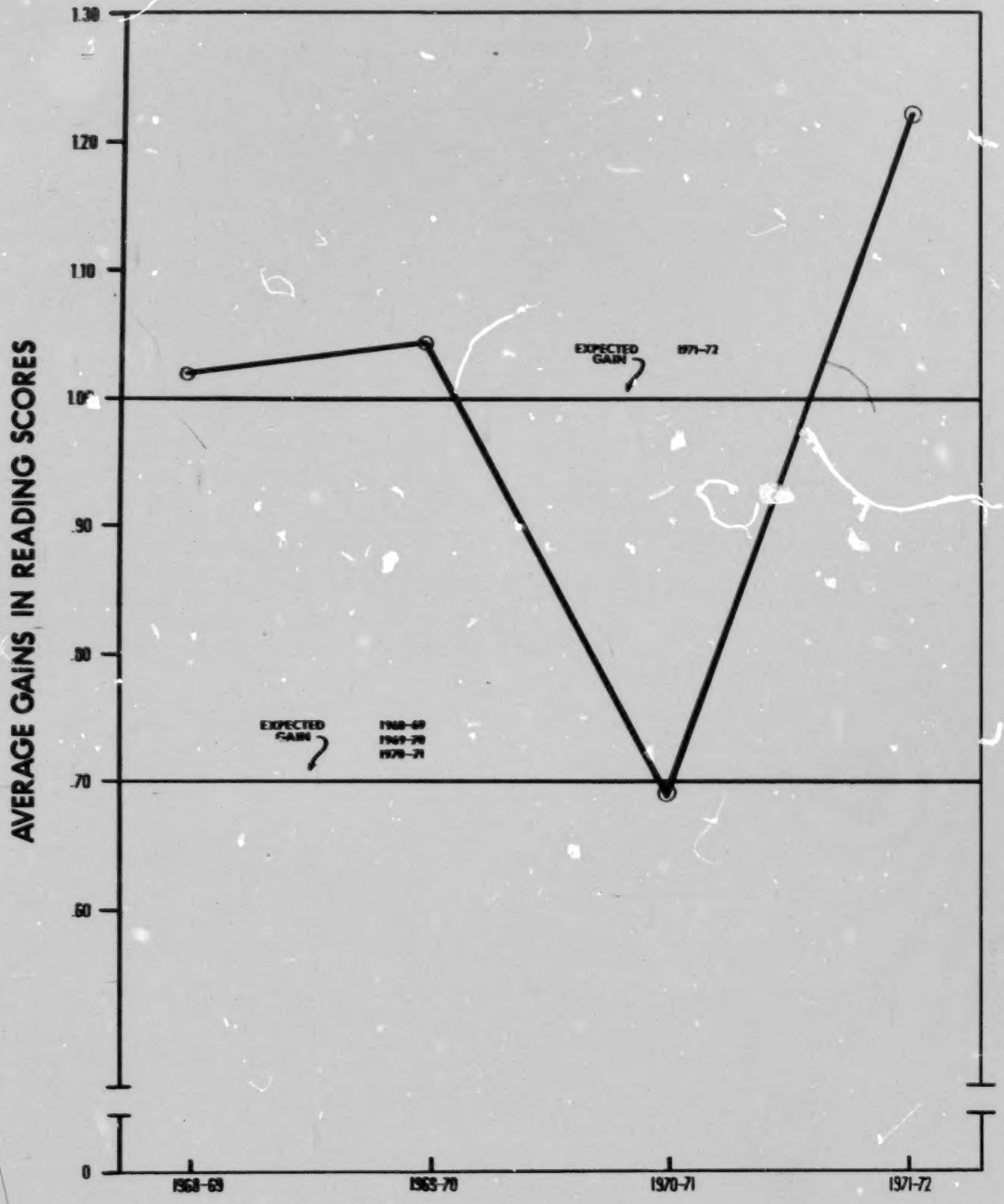
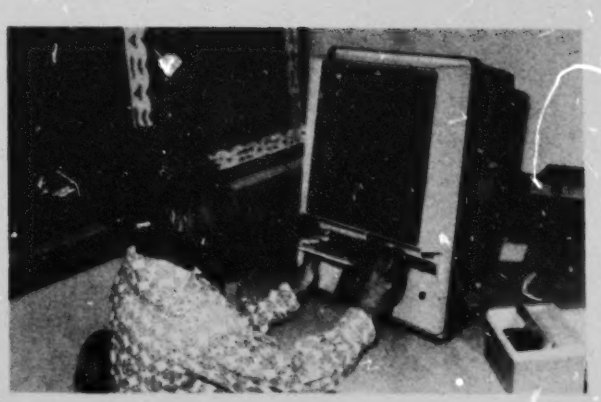


FIGURE 1. PROGRAM CONQUEST MEAN GAINS

REFERRALS



At the beginning of each school year, test scores are secured from the school district's testing department to acquire a preliminary list of pupils whose scores are one or more years below grade level. The Gates-MacGinitie Test has been administered for grades 1-3 and the California Achievement Test for grades 4-6 at the close of the previous school year. Those in this category, educationally and economically deprived, are prospective Title I students.

Test scores are not the only criteria for selecting pupils. Clinician judgement is also an important factor. Pupils are also referred by classroom teachers who may have found them unable to achieve at grade level. In addition to teacher referrals, parents often seek the cooperation of principals to insist that requests for service come directly from him or they apply directly to the center when they are cognizant of the service. Social workers counselors and educational agencies may also submit names of prospective students.

STATISTICAL DATA 1972 - 1973

Grades	Title I	Non-Title I
1	2.1	1.9
2	3.0	2.7
3	3.9	3.9

The Title I gains from the May, 1972 to May. 1973 **(Gates-MacGinitie)** were:

Grades	X Gains
1	.2
2	.4
3	.6

Conquest pupils are selected from Title I pupils who are nine (9) months to two (2) years below the national norms on the standardized tests used in School District 189: **Gates-MacGinitie**, grades 1-3 inclusive and **California Achievement Reading Sub-Section** grades 4-6 inclusive.

Fair assessment of the effect of Conquest's effort is made through measurement of students **gains** on the program's tests between pre-post testing within a year.

However, a pertinent question is always raised by Title I: How have these services affected the achievement levels of the schools served by Conquest? It is with great pride that this year Conquest can report that the May, 1973 - **Gates-MacGinitie** testings show that **for the first time**, the Title I schools' mean is **above** those of the first and second grades of the non-Title I schools' and equal to that of the third grades of non-Title I schools' means.

*Report July, 1973 from Dr. Billy-Belle Weber, Administrative Assistant Federal Research & Evaluation and Mr. Theodore Nichols, Testing Supervisor (both District 189) **California Achievement** comparisons not available at this publication date.

Elementary Reading Clinics
and Special Reading Rooms
School District No.189
East. St. Louis, Illinois

_____
Date

REFERRAL TO READING CLINIC OR SPECIAL READING ROOM

Name of Pupil_____ Birthdate_____

Address_____ Age_____

School_____ Grade_____ Teacher_____

Reading Level as determined by
Gates MacGinitie Test,

1st grade _____
2nd grade _____
3rd grade _____

Reading level as determined by
California Achievement Test,

4th grade _____
5th grade _____
6th grade _____

Reading level as determined by Teacher judgment
Give reasons:_____

_____

_____

General Physical Condition:
Indicate physical defects if any_____

_____

_____

School Attendance:
Number of Schools attended_____
Record of Failures_____

Recent reading test results: Please include **all** test scores

Test	Grade Score	Date

Does the pupil show interest in classroom instructions?_____

_____

_____

Additional comments of principal or teacher:_____

_____

_____

_____

_____

PROGRAM CONQUEST
SCHOOL DISTRICT 189
READING CLINICS AND READING ROOMS
931 St. Louis Avenue

SCHULDENBERG'S TEACHER OBSERVATIONS OF CHILD'S BEHAVIOR

This form should be filled out by the present **teacher** if the child has been in class long enough for **teacher** to be familiar with him and his work. Otherwise the form should be filled out by the last teacher who has had the student in a regular classroom.

Please note if the student is consistent in the behavior you have checked.

If possible, explain your answers citing specific instances. Then, please return this form with the other school and home forms.

Please return within seven (7) days of the day you receive this.

Date sent from clinic _____

Date teacher received _____

Date received from teacher _____

PROGRAM CONQUEST
SCHOOL DISTRICT 189
READING CLINICS AND READING ROOMS
931 St. Louis Avenue

SCHULDENBERG'S TEACHER OBSERVATIONS OF CHILD'S BEHAVIOR

_____ 19_____

Child's Name:_____ Age_____

School:_____ Grade _____

Teacher's Name:_____

INSTRUCTIONS: Skip any you feel unable to judge. Check yes or no, or place a check at the point on the continuum that best describes the child, whichever is applicable.

If qualifying statements are required for clarification or substantiation, place the number and its respective comment in the space provided after each division.

I. ACADEMIC AND RELATED AREAS

1. Enjoys school Yes_____ No_____

2. Willing to try things that may be hard for him to do Yes_____ No_____

3. Curious, interested, willing to explore Yes_____ No_____

4. Gives up easily, falters at difficulty Yes_____ No_____

   a. If child gives up, under what circumstances does it occur?_____

   b. What is done about it?_____

Place an (x) in the proper square

5. Can express his ideas adequately for age
   _____
   V.Low Low Ave. High v. High

6. Capable for sustained attention and interest for age
   _____
   V.Low Low Ave. High v. High

7. Accomplishes things, gets things done
   _____
   V.Low Low Ave. High V.High

8. Does this child stand out (postively or negatively in your group)? Yes___No___

If yes, in what way?_____

_____

_____

(Place an (x) in the proper space)

9. Works independently, carries out assignments without supervision

V.Low	Low	Ave.	High	V.High

a. If sometimes, what types of assignments can he carry out?_____

_____

b. What type can he not carry out?_____

_____

10. In what Subject areas does the child do

a. Above average work?_____

_____

b. Average?_____

_____

c. Below Average?_____

_____

(Place an (x) in the proper square)

11. Flexible, handles new situations well, like changes

V.Low	Low	Ave.	High	V.High

Elaborations and/or comments on ACADEMIC AND RELATED AREAS:

_____

_____

_____

II. RELATION TO OTHERS (SOCIAL)

1. Blames others or things for his troubles or his failure Yes___No___

2. Submissive and unassertive; others can walk all over him Yes___No___

a. If so, under what circumstances: _____

_____

3. Patient, can wait his turn, delay gratification Yes___No___

4. Shows concern for others, sympathetic Yes___ No___

5. Tends to be liked and accepted by adults Yes___ No___

6. Emphasizes being with others, joins in different groups Yes___ No___

Place an (x) in the proper space

7. Assumes group leadership for a given activity

V.Low Low Ave. High V.High

8. Makes friends quickly and easily

V.Low Low Ave. High V.High

9. Competitive, has a keen sense of rivalry

V.Low Low Ave. High V.High

10. Enthusiastic; easily excited to active energetic participation

V.Low Low Ave. High V.High

a. What will especially "turn him on"?_____

11. How will he respond when criticized, blamed, or in some way assaulted?

**Elaborations and/or Comments on RELATION TO OTHERS:_____

III. PERSONAL

1. Responds positively to humorous situations Yes___ No___

2. Sensitive, feelings easily hurt Yes___ No___

3. Depressed, unhappy, glum Yes___ No___

4. Separate fantasy and reality Yes___ No___

5. Recovers after emotional upset; does not remain silent, sulky, irritable Yes___ No___

a. If he doesn't recover what does he do?_____

6. Complains of headaches, stomach aches or other minor ailments Yes___ No___

7. Appears anxious, displays nervous type habits Yes___No___

a. What signs do you observe?_____

_____

8. Accepts help when it is realistically needed Yes___No___

(Place an (x) in the proper square)

	V.Low	Low	Ave.	High	V.High
9. If boy, acts masculine; if girl, feminine (according to ordinary (honest, truthfulness)					
10. Behavior is within bounds of ordinary social standards (honest, truthfulness)					
11. Exhibits inappropriate types of behavior or feelings					

**Elaborations and/or Comments on PERSONAL AREA:_____

_____

_____

IV. TEACHER (YOURSELF)

1. What are some of the behaviors specifically that this child engages in that are annoying you or to the class?

a._____

b._____

c._____

2. What happens when the child does these annoying things?_____

_____

_____

Then what happens (Child's reaction: class's reaction?)_____

_____

_____

Please add any information that has not already been requested_____

_____

ACCOUNTABILITY

The clinician finds himself accountable to his pupils in the clinics and reading rooms in many ways. First, the clinician must follow guidelines as mentioned above in selecting his children. In this way he is assured of being able to work with children who need help and can benefit from this specialized instruction.

Once the screening has been accomplished the clinician finds himself entering into another area of accountability, testing. This phase is especially important, for both the student and the clinician, for the proper administering and grading of this battery of pretests are determinants of remediation.

The third, and major area of accountability is the actual remediation. The clinician is responsible for the proper interpretation of the test scores and the prescribing of materials to each individual student. In this phase there is no room for guessing or mixups. The clinician must determine deficiencies in areas of reading and then give the proper materials to the student in order to implement remediation procedures.

These processes of diagnosis and prescription, along with other related areas of accountability, are for the pupil's benefit. Relevant areas are motivation, positive rapport and improvement of self-image. They help speed the remediation in the areas of deficiencies, providing for a return to the regular classroom, with the student being able to compete successfully with his peers.

The final area of accountability for the clinician is in posttesting. Here, the results of his efforts and those of the child are seen. Again, positive reinforcement in the way of awards and achievement recognitions are given to the students for his year of concentrated work and/or effort.

TESTING

The clinician must establish rapport with pupils selected for the Reading Program because he wants the pupil to feel at ease and to do his very best. It is necessary for him to feel that this is not a test to determine his passing or failing, but to discover where his weaknesses lie, thus enabling the clinician to work with him and help eliminate his deficiencies.

Tests to be administered in the following order:

1. General Information
2. Physical Examination (Nurse & Doctor)
3. Slosson Intelligence Test
4. Slosson Oral Reading Test
5. Silvaroli or Botel Reading Inventory
6. Betts Spelling Inventory or Diagnostic Spelling Inventory
7. Bond-Clymer-Hoyt Silent Reading Diagnostic Test Form D-A
8. Bond-Balow-Hoyt Form L-I & L-II
9. Test of Word Recognition Skills
10. Gates MacGinitie Reading Test - Survey A,B,C and D-1M
11. Informal Reading Inventory
12. Programmed Reading Placement Test
13. Inventory of Interests and Attitudes
14. Case Illustration

1. GENERAL INFORMATION

The General Information sheet provides necessary information about the child's background, address and parents.

GENERAL INFORMATION SHEET

Name _____ Entrance Date _____
last first middle

Address _____ Phone No. _____

City _____ State _____

Birthdate _____
month date year

Birthplace _____

Age _____ Grade _____ Sex _____

School _____

Principal _____

Homeroom Teacher _____

Reading Teacher at Home School _____

Parent's Name _____

2. PHYSICAL EXAMINATION

Each child's vision, hearing and general health are tested by a cooperating Title I nurse to ascertain whether reading problems may be attributed to a physical deficiency. If defects are discovered, parents and other agencies are notified and correction is sought and the problem is retified as soon as possible.

3. SLOSSON INTELLIGENCE TEST

Description

The Slosson Intelligence Test has been made for use by professional persons who deal in a responsible, professional way with problems in teaching, guidance and counn seling. This short intelligence test which requires only 10-20 minutes to administer and score has proven to be useful as an individual screening instrument for both children and adults.

Purpose

Project Conquest clinicians use the S.I.T. as a tool for initial screening and identification of pupils who are referred to the various reading centers. From this test, pertinent information such as the mental age and approximate I.Q. is obtained. Clinicians use the I.Q. to arrive at the Reading Expectancy of pupils. (Bond & Tinker Formula)

4. SLOSSON ORAL READING TEST

This **Oral Reading Test** is to be given individually and is designed to measure the ability to pronounce words at different levels of difficulty. The words have been taken from standardized school readers and the **Reading Level** obtained from testing represents median or standardized school achievement. It takes about three (3) minutes to give and score.

5. SILVAROLI

A quick and fairly accurate measure of Sight Vocabulary is obtained by using the Silvaroli Sight Word Test. This test is a single sheet listing words by grade level which occur most commonly in all reading materials. Since the words are not in context, the list is a good measure of the sight vocabulary the pupil has really retained. As the pupil reads the words from one sheet, the examiner notes the errors and omissions on another sheet. When the pupil misses five words in any level the test is stopped. It is at this point that the pupil has reached his frustration level. The previous level denotes the level at which the pupil is functioning or his instructional level.

SILVARLI SIGHT WORD TEST

pp.
1. for _____
2. blue _____
*3. car _____
4. to _____
5. and _____
*6. it _____
7. helps _____ (1)
8. stop _____
*9. funny _____
10. can _____
11. big _____
*12. said _____
13. green _____
14. look _____
15. play _____
*16. see _____
*17. there _____
*18. little _____
*19. is _____
*20. work _____

(p)
1. was _____
*2. day _____
3. three _____
4. farming _____
*5. bus _____
*6. now _____
*7. ready _____ (2)
*8. children _____
*9. went _____
10. then _____
11. black _____
12. born _____
13. trees _____
14. brown _____
15. good _____
16. into _____
17. she _____
18. something _____
19. what _____
20. saw _____

*1. many _____
*2. painted _____
*3. feet _____
4. them _____
*5. food _____
6. tell _____
*7. her _____ (3)
8. please _____
*9. nests _____
10. cannot _____
11. eight _____
12. trucks _____
13. garden _____
14. drop _____
15. stopping _____
16. frog _____
17. street _____
18. fireman _____
19. birthday _____
20. let's _____

*1. stood _____
2. climb _____
3. isn't _____
*4. beautiful _____
*5. waiting _____
6. head _____
7. cowboy _____ (4)
8. hide _____
9. people _____
10. mice _____
11. corn _____
12. everyone _____
*13. strong _____
14. I'm _____
15. room _____
16. blows _____
*17. gray _____
18. that's _____
*19. throw _____
20. roar _____

1. hour _____
2. senseless _____
3. turkeys _____
4. anything _____
5. chief _____
*6. foolish _____
*7. enough _____ (5)
*8. either _____
9. chased _____
10. robe _____
11. crowd _____
12. crawl _____
13. unhappy _____
14. clothes _____
15. hose _____
16. pencil _____
17. cub _____
18. discover _____
19. picture _____
*20. nail _____

*1. spoon _____
*2. dozen _____
*3. trail _____
4. machine _____
*5. bound _____
6. exercise _____
7. disturbed _____
8. force _____
9. weather _____
10. rooster _____
*11. mountains _____
12. island _____
13. hook _____
*14. guides _____
15. moan _____
16. settlers _____
17. pitching _____
*18. prepared _____
*19. west _____
20. knowledge _____

1. whether _____
2. hymn _____
*3. sharpness _____
4. amount _____
*5. shrill _____
6. freedom _____
*7. loudly _____
*8. scientists _____
*9. musical _____
10. considerable _____
11. examined _____
12. scarf _____
13. muffled _____
14. pacing _____
15. oars _____
16. delicious _____

BOTEL SIGHT WORDS

This individually administered test is composed of a sampling of common sight words. It gives the clinician and indication of the child's instructional reading level in half grades.

A (Pre-Primer)	C (First)	E (Second-2)	G (Third-2)
a	about	above	act
ball	as	bakery	beach
blue	be	broke	bounce
come	by	clown	chance
father	could	done	cottage
get	fast	face	distance
have	friend	flew	except
house	guess	grass	fog
in	hen	heavy	hoof
it	how	joke	journey
little	long	leave	lever
make	mitten	most	nod
mother	never	pass	peak
not	old	pumpkin	quite
play	party	rode	scared
ride	sat	sell	shoot
see	some	sorry	spill
to	tell	strong	stupid
want	tree	third	ticket
will	walk	wet	wire
Score_____	Score_____	Score_____	Score_____

B (Primer)	D (Second)	F (Third-1)	H (Fourth)
all	across	able	abandon
at	balloon	block	armor
boat	best	child	borrow
but	burn	daddy	chimney
do	care	edge	costly
duck	coat	fix	digest
find	dress	half	encounter
girl	fire	Indian	flourish
he	gone	lot	imperial
kitten	knew	mind	junior
like	miss	north	majesty
now	off	pile	naval
out	pig	pour	papa
put	right	rich	preparation
saw	shall	secret	quilty
stop	six	silver	release
thank	table	squirrel	security
there	together	teeth	speaker
three	turn	trap	telegram
train	wood	watch	underneath
Score_____	Score_____	Score_____	Score_____

Stop when 6 errors are made in one row. This is his reading level.

6. BETTS SPELLING INVENTORY Grades 4-6

Because of the close relationship between reading and spelling skills and particularly because the phonic training which is suggested for remedial readers involves the use of spelling activities, some measure of the pupils spelling power is useful in diagnosis. Purpose: To determine the degree of spelling facility so as to be able to advise the school concerning the child's achievement and proper instructional level in spelling.

Procedure: Dictate the words below, from the appropriate levels, using the procedure listed:

READING CLINIC

SPELLING INVENTORY

Purpose: To determine the degree of spelling facility so as to be able to advise the school concerning the child's achievement and proper instructional level in spelling.

Procedure: Dictate the words below, from the appropriate levels, using the procedure listed:

(1) Explain to the child that you want to see how well he can spell.
(2) Provide him with the "Spelling Sampling Test Record" blank and a pencil with an eraser.
(3) Pronounce each word distinctly (without distortion) , use it in a sentence to bring out one meaning very clearly, and pronounce it again, Have the student write it.
(4) Give tests at each level until you find the following:

Achievement level: the highest level at which he spells correctly 89-100% of the words.
Instructional level: the highest level at which he spells correctly 74-88% of the words. This is the level at which he should be taught spelling.

Inventory:

Level II

1. will
2. some
3. at
4. good
5. but
6. man
7. look
8. morning
9. store
10. take
11. walk
12. happy
13. off
14. live
15. four
16. boat
17. give
18. as
19. grow
20. next

Level III

1. laughing
2. oh
3. could
4. know
5. letter
6. yellow
7. don't
8. yard
9. grass
10. rained
11. stand
12. which
13. songs
14. face
15. lost
16. seeds
17. dry
18. few
19. dark
20. safe
21. flying
22. among
23. gold
24. stopped
25. I'll

Level IV

1. food
2. pins
3. trade
4. race
5. honey
6. choose
7. color
8. family
9. build
10. won't
11. wear
12. burn
13. thick
14. wishes
15. sounds
16. mouse
17. tomorrow
18. less
19. cost
20. pages
21. broken
22. voice
23. breakfast
24. mailed
25. September

Level V

1. born
2. biggest
3. ought
4. gallon
5. writing
6. Wednesday
7. test
8. badly
9. discover
10. sort
11. quiet
12. shade
13. tin
14. capture
15. blood
16. coffee
17. railroad
18. promise
19. newspaper
20. earn
21. fact
22. record
23. simple
24. valley
25. bow

Level VI

1. rapidly
2. against
3. all right
4. general
5. common
6. usual
7. choice
8. success
9. dock
10. defect
11. carefully
12. complete
13. doubt
14. trial
15. accept
16. sailor
17. conductor
18. reduce
19. explore
20. sense
21. diamond
22. faint
23. object
24. fright
25. limb

Level VII

1. ability
2. expense
3. liquid
4. replace
5. envelope
6. generally
7. affect
8. improvement
9. present
10. steer
11. split
12. namely
13. decrease
14. extremely
15. noble
16. corrected
17. mystery
18. securing
19. cocoa
20. deposit
21. introduce
22. explaining
23. aware
24. advertising
25. mayor

Level VIII

1. advantages
2. extreme
3. science
4. reaction
5. disagreeable
6. experience
7. continually
8. enable
9. organization
10. conference
11. undoubtedly
12. hence
13. subway
14. declare
15. banquet
16. concern
17. magnificant
18. definite
19. efficiently
20. transportation
21. capitol
22. fraternity
23. evidently
24. resolution
25. esteem

Criteria for checking: A word is counted as incorrect if:

1. There is an improper sequence of letters.
2. If one or more letters are illegible (if you can't tell what the letter is.)
3. Failure to capitalize a word that should be capitalized.
4. Omission of a hyphen or an astrophe that should be included.
5. Omission of an inflectional ending that should be included.
6. Spelling a word that **sounds** like the word given but having a different meaning.

Interpretation of misspellings:

1. Is the word in the child's speaking-meaning vocabulary (Does he know its meaning well enough to use it in talking?)
2. Does the child **hear** the word and pronounce it correctly himself?
3. Is the word on or below his present reading level?

Reference for this inventory:

Emmett Ablert Betts, "What about Spelling, "Education, 76 (January, 1958), pp. 1 - 16.

DIRECTIONS FOR DIAGNOSITC SPELLING TEST

Give list 1 to any pupil whose placement is second or third grade.
Give list 2 to any pupil whose placement is above Grade 3.

Grade Scoring List 1:

Below 15 correct:	Below second grade
15 - 22 correct:	Second grade
23 - 29 correct:	Third grade

Any pupil who scores above 29 should be given the List 2 Test.

Grade Scoring List 2:

Below 9 correct:	Below third grade
9 - 19 correct:	Third grade
20 - 25 correct:	Fourth grade
26 - 29 correct:	Fifth grade
Over 29 correct:	Sixth grade or better

KOTTMEYER DIAGNOSTIC SPELLING TEST

(List I)

1. not
2. but
3. get
4. sit
5. man
6. boat
7. train
8. time
9. like
10. found
11. down
12. soon
13. good
14. very
15. happy
16. kept
17. come
18. what
19. those
20. show
21. much
22. sing
23. will
24. doll
25. after
26. sister
27. toy
28. say
29. little
30. one
31. would
32. pretty

(List II)

1. flower
2. mouth
3. shoot
4. stood
5. while
6. third
7. each
8. class
9. jump
10. jumped
11. jumping
12. jumps
13. hit
14. hitting
15. bite
16. biting
17. study
18. studies
19. dark
20. darker
21. darkest
22. afternoon
23. grandmother
24. can't
25. doesn't
26. night
27. brought
28. apple
29. again
30. laugh
31. because
32. through

7. BOND-CLYMER-HOYT SILENT READING DIAGNOSTIC TESTS

The Bond-Clymer-Hoyt Silent Reading Diagnostic Tests are designed to give help in diagnosing the reading needs of pupils in beginning fourth grade and above. The tests are group tests which are easy to administer and interpret. The Silent Reading Diagnostic Tests are composed of eleven (11) subtests which evaluate the most important areas of word recognition.

Test 1. Recognition of Words in Isolation
Test 2. Recognition of Words in Context
Test 3. Recognition of Reversible Words in Context
Test 4. Locating Elements
Test 5. Syllabication
Test 6. Locating Root Words
Test 7. Word Elements
Test 8. Beginning Sounds
Test 9. Rhyming Sounds
Test 10. Letter Sounds
Test 11. Word Synthesis

After the tests are scored, the Graphic Profile is filled out for each pupil. When this profile is completed fully and accurately, it greatly aids the interpretation of the pupil's reading disabilities.

9. TEST OF WORD RECOGNITION SKILLS

The test of Word Recognition skill is adapted from Kottmeyer's Teacher's Guide for Remedial Reading. The purpose of this three (3) page test is to detect difficulties in word recognition in the following areas:

1. Visual discrimination
2. Consonant blends
3. Consonant Diagraphs
4. Hearing long and short vowel sounds
5. Principle of open and closed syllables
6. Long and short vowel sounds
7. Controllers (r, l, w)
8. Silent letter principle
9. Dipthongs and diagraphs
10. Hard and soft sounds of "c" and "g"
11. Two consonant letters and final "e"

Test of Word Recognition Skills

Name _____ Date _____

Clinician _____

TEST FOR VISUAL DISCRIMINATION (Reading Readiness Level)

Directions: Please point to the word that is not like the others.

1. out	out	without	out	out
2. can	can	can	canny	can
3. came	can	came	came	came
4. arm	farm	arm	arm	arm
5. see	see	seen	see	see
6. long	song	long	long	long
7. rat	rat	rat	cat	rat
8. took	took	take	took	took
9. late	lake	late	late	late
10. game	game	game	gain	game

Score _____ Percent correct _____

TEST FOR CONSONANT BLENDS (Level I)

Directions: Here are some groups of letters which look like words. Please say them for me.

blat	2. clep	3.thrin	4. flan	5. strot
6. gret	7. spron	8. slem	9. thrig	10. sprad

Score _____ Percent correct _____

TEST FOR CONSONANT DIGRAPHS (Level I)

Directions: Here are some groups of letters which look like words. Please say them for me.

1. chin	2. shad	3. thut	4. whap	5. wheb
6. shin	7. chod	8. thad	9. chud	10. thaf

Score _____ Percent correct _____

TEST FOR LONG AND SHORT VOWEL SOUNDS (Level 2-1)

Directions: I will say some words. There words have various vowel sounds. Listen and tell me which vowel sound you hear in each word.

1. pit	2. kite	3. gate	4. rag	5. weed
6. hop	7. bet	8. so	9. cut	10. use

Score _____ Percent correct _____

TEST FOR THE PRINCIPLE OF OPEN AND CLOSED SYLLABLES (Level 2-1)

Directions: Here are some groups of letters which look like words, please say them for me.

1. baf	2. fi	3. pem	4. re	5. ma
6. hib	7. soh	8. rud	9. du	10. re

Score _____ Percent correct _____

TEST FOR LONG VOWEL RULES (Level 2-1)

Directions: Here are some groups of letters which look like words. Please say them for me.

1. fain	2. tead	3. bien	4. poed	5. suif
6. nobe	7. kise	8. hute	9. sebe	10. rafe

Score _____ Percent correct _____

TEST FOR CONTROLLERS (r, l, w) (Level 2-1)

Directions: Here are some groups of letters which look like words. Please say them for me.

1. dar	2. sor	3. tir	4. ler	5. tur
6. faw	7. mal	8. daw	9. nal	10. baw

Score _____ Percent correct _____

TEST FOR SILENT LETTER PRINCIPLE (Level 2-1)

Directions: Here are some groups of letters which look like words. Please say them for me.

1. wight	2. nock	3. bight	4. knive	5. malf
6. wrat	7. rumb	8. whode	9. migh	10. kned

Score _____ Percent correct _____

TEST FOR DIPTHONGS AND DIGRAPHS (Level 2-2)

Directions: Here are some groups of letters which look like words. Please say them for me.

1. doil	2. nock	3. noi	4. zoy	5. howt
6. jowl	7. plout	8. dook	9. floun	10. ney

Score _____ Percent correct _____

TEST FOR HARD AND SOFT SOUNDS OF "c" AND "g"

Directions: Here are some groups of letters which look like words. Please say them for me.

1. gyp	2. gup	3. cof	4. cil	5. gom
6. gen	7. ces	8. cam	9. cos	10. gil

Score _____ Percent correct _____

TEST FOR TWO CONSONANT LETTERS AND FINAL "e" (Level 2-2)

Directions: Here are some groups of letters which look like words. Please say them for me.

1. snance	2. spelve	3. stonge	4. pulte	5. flalve
6. snonce	7. bopte	8. twidge	9. chemce	10. heste

Score _____ Percent correct _____

10a. GATES-MacGINITIE FORMS A, B, AND C

Gates-MacFinitie Forms A, B, and C are used in the primary grades. It is a group Survey type test which is composed of two parts: vocabulary and comprehension. The vocabulary test samples the pupil's ability to recognize or analyze isolated words. It is graduated in difficulty. The comprehension test measures the pupil's ability to read and understand whole-sentences and paragraphs. These require the pupil to grasp the total thought of the question if he is to answer it correctly.

10b. GATES - MacGINITIE READING TESTS Survey D Forms 1M, 2M, 3M

Survey D is intended for use in grades four (4) through six (6). Three equivalent Forms of Survey D are available. Each consists of three parts: Speed and Accuracy, Vocabulary, and Comprehension. Clinicians use the scores on this form to evaluate students' silent reading skills.

11. INFORMAL READING INVENTORY

The Informal Reading Inventory is another method used for diagnosing reading difficulties. It is helpful in determining the three levels at which a pupil reads. Through this relatively simple procedure, the examiner can determine the independent, instructional and frustration level of the pupil.

It consists of a series of short graded passages of increasing difficulties ranging from fifty to one-hundred or more words which are taken from various grade levels of basal series type material. Basically, the informal inventory may be divided into two parts – pupil and clinician readiness and the reading inventory. During the readiness stage the clinician enlists the cooperation of the pupil. Rapport should be established and the examining technique should be explained, as well as its purpose. It is important that the pupil have some understanding of the method being used and how it will help evaluate his needs in the reading area. The Reading Inventory — The pupil reads the oral selection from his copy of the inventory and then answers the comprehension questions. The clinician notes performance on his copy while the pupil is reading. He also notes related behavioral characteristics the pupil may exhibit.

Essentially, the clinician decides whether the selection is too difficult, (**frustration level**), able to be done with the clinician's help, (**instructional level**), or able to be read alone (**independent**).

To the clinician: Explain to the child that this is a riddle which he will have to guess after reading it.

INFORMAL READING INVENTORY

Primer Level

I have fun.
I like to look at books.
I like to go for a ride.
I have a dog.
I like to play ball.
I can jump up and down.
I see things.
I can see boys and girls.
I see a house.
I can see you.
I am a Boy/Girl.

1.0

The animals had a party.

"What can we do to have fun"? said the pig.

"I know something that is a lot of fun," said the horse.

Then the horse said, "If I had some hay, I would eat all day".

The Kitten said, "Can you tell me when, we will see the hen"?

1.5

Soon the train was going
Glen sat and looked out the window.
"My, how fast this train can run"!
See the cars go by! See the house go by!
How fast they all go by"! said Glen.
Then a man came to him with a big basket of apples.
He called, "Apples, Apples!"
"Good red apples! Apples, apples!
Get an apple"!
"I want to get a big apple, please." said Glen.

INFORMAL INVENTORY

2.5

This story takes place in the Far North.
It is the story of an exciting dog race.
Each year when the trail was just right,
the race took place. Each year the question was--
could a girl also win the big race?
Betty was almost twelve years old and she was a tall girl. She enjoyed outdoor things.
She could ice skate well. She was also fast on snowshoes.
Betty was very happy to drive in the race.
But at the same time, she was worried.

3.5

Mother Bear sent her cub, Flatfoot, up a tree while she went into the forest. Big black ants crawled along the branches. Flatfoot batted them with his paw. He licked his paw. Flatfoot liked the taste. By and by, Flatfoot's mother came back. She grunted. It was her way of telling the little bear to come down. Flatfoot backed down the tree. He followed his mother through the woods. They hunted her food.

4.5

Animals have many different kinds of tongues. They are often used as tools. The cat has a very rough tongue. It is used as a file. The cat easily licks meat from bones with its tongue. Most dogs have flat tongues. They are thin at the edges. A dog lapping water can curl the edges of its tongue to life water into its mouth. The anteater has a long, sticky tongue. This animal pushes its tongue into anthills.

5.5

Some of the strangest houses in the world are those built by birds and animals. The weaverbirds of Africa built apartment houses of grass. Hundreds of weaverbirds live in separate "rooms" in one big apartment house. Prairie dogs dig holes underground for their homes. Raccoons like to live "upstairs". They like holes high in hollow trees. Squirrels also like this kind of home. Otters like houses with a "river view". These animals make homes in the banks of streams.

6.5

Businessmen study models of new factories to see how work space can best be used. Scientists study models of rocket ships or atoms. Landscape models are used to teach our fighting men. Models are particularly important in the building business. Architects and carpenters understand and use blueprints. But the average person likes to see exactly how a building will look. An architect's drawing is helpful, but an exact model is much better. Making architectural models is a big business today.

7.5

In the attic of an old house in St. Paul, Minnesota, a few years ago, a great discovery was made. Among some old papers there were found the missing sections of a diary written by Lewis and Clark, between 1803 and 1805, while they were exploring the Louisiana Purchase. When President Thomas Jefferson sent Lewis and Clark on their expedition, he was worried. Was this Louisiana Purchase a wise thing? Most of the nation agreed with the President that it was. Today, we know that we got untold riches--copper, gold, silver, oil, and forests; rich lands on which to grow sugar, rice, cotton, corn, and wheat.

8.5

Knowledge of the lamprey's spawning habits has led to one way of fighting this murderer of lake trout. A likely stream is spanned by strong cables. From these calbes are hung vertically one, two, or three rows of electrodes. These are metal rods that reach nearly to the bottom of the stream. Such an arrangement is known as an electro-mechanical trap.

The lampreys, on their way to sprawn, may be stopped in one of two ways. Some are turned back to the big lake, where they die without spawning. Many are repelled by the electricity and turned aside to the stream banks. There they are caught in large traps, where they are destroyed.

QUESTIONS

0.5 or Primer

1. Name some of the things in the story you like doing. (look at books, go for a ride)
2. What did you see? (boys and girls, house, etc.)
3. What are you? (boy or girl)

1.0 The Animal Party

1. Who had a party? (animals)
2. Who wanted to have fun? (the pig)
3. What did the horse want to do? (eat all day)
4. Who did the kitten want to see? (the hen)

1.5 The Train Ride

1. Where was Glen? (on the train)
2. What did he see? (cars and houses)
3. What was the man doing? (selling apples)
4. What were the apples in? (basket)

2.5

1. Where does the story take place? (Far North)
2. Where did the race take place? (on the trail)
3. How old was Betty? (twelve)
4. What did she enjoy? (outdoor things)
5. How did Betty feel about the race? (happy and worried)

3.5

1. What did Flatfoot do while he waited up in the tree? (caught and ate ants)
2. How did Mother Bear tell her cub to come down? (she grunted)
3. What were Flatfoot and his mother looking for in their walk through the woods? (food)

4.5

1. For what do animals use their tongues? (as tools)
2. What animal uses its tongue as a file? (a cat)
3. What does a dog do to lift water into its mouth?
4. How does an anteater get its food? (pushes its tongue into anthills)

5.5.

1. What kind of birds build apartment houses of grass? (weaverbirds)
2. Where do prairie dogs make their homes? (underground)
3. Name two animals that like to live "upstairs." (raccoons and squirrels)
4. What animal likes a "river view"? (otter)

6.5

1. For what purpose do businessman study models of new factories? (to see how work space can best be used)
2. Who studies models of rocket ships or atoms? (scientists)
3. Who uses blueprints? (architects and carpenters)
4. What is more helpful than an architect's drawing? (an exact model)

7.5

1. In what part of the house was the great discovery made? (the attic)
2. What were discovered? (sections of a diary)
3. Who had written the diary? (Lewis and Clark)
4. What were Lewis and Clark doing when they wrote the diary? (exploring the Louisiana Purchase)
5. Who had sent Lewis and Clark to explore the Louisiana Purchase? (President Jefferson)

8.5

1. What kind of fish does the lamprey kill? (trout)
2. What is the first step in the fight st the lamprey? (A likely stream is spanned by strong cables.)
3. What is hung from these cables? (electrodes or metal rods)
4. What is such an arrangement called? (an electro-mechanical trap)
5. Why have the lampreys come to the stream? (to spawn)

RECORDING SHEET

Level _____ _____ No. of words in sample

	Mispronounced words	Word Aided	Repetitions
			Omissions
	Substitution	Insertion	Inversion

_____ % Accuracy

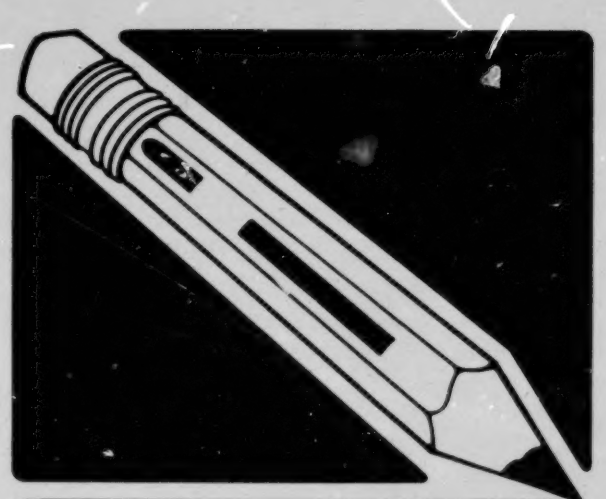
Comprehension _____

Level: _____

Total Errors _____

12. PROGRAMMED READING PLACEMENT TEST

This diagnostic placement examination consists of a sample page and twenty-two half page tests which correspond to the Pre-reader and the twenty-one textbooks in the Programmed Reading Series. It provides the teacher with a means of starting students at the correct level in Sullivan Associates Programmed Reading. The tests need not be administered individually and can be completed within thirty minutes.



Placement Examination for Programmed Reading Books 1-21

name .....

A Sullivan Associates Program from the McGraw-Hill Book Company

13. INTEREST INVENTORY

The interest Inventory is an individually administered questionnaire which taps the student's attitudes about school, himself, others, goals and hobbies. Of equal importance is the opportunity it gives the clinicians to get acquainted quickly with pupils. When remediation has begun, the clinician can use this valuable information to capitalize on the interests of the pupils in the formation of a meaningful program.

INVENTORY OF INTERESTS AND ATTITUDES

1. Do you have an allowance?
2. Do you earn any spending money in addition to your allowance?
3. What do you do with your money?
4. Do you go to Sunday School or Church?
5. If you could have three wishes, that would they be?
6. Do you like to pretend that you are someone else or that you are doing something else?
7. What do you like to do in your spare time?
8. With whom do you like to play?
9. Do you like to play with your brothers and sisters?
10. Do you have as much time to play as you would like?
11. Do you have any hobbies? What are they?
12. Do you belong to any clubs or organizations?
13. What kind of movies do you like?
14. How often do you go to the movies?
15. Do you like to listen to the radio?
16. Do you like to watch television?
17. Do you like school?
18. What subjects do you like best? Why?
19. What subjects do you like least?
20. Do you like your teacher (s)? Why not?

14. CASE ILLUSTRATION

A three (3) page case *illustration* is used in compiling information on all tests administered to each student including his physical examination (audiometer and titmus).

It summarizes the original tests, pointing out the weaknesses and strengths in each area.

The Gates-MacGinitie Reading Test and Bond-Clymer-Hoyt or Bond-Balow-Hoyt Silent Reading Diagnostic Tests are given as post tests, to ascertain what progress had been made, what deficiencies have been deleted, and what weakenesses remain.

At the end of the case illustration recommendations are made by the teacher. He gives his opinion as to whether the student is capable of returning to the regular classroom, or if further rememdial work is needed, in which case the student will return to the clinic the following school year.

CASE ILLUSTRATION

The following case illustration is taken from _____ Reading Clinic.

ORIGINAL DIAGNOSIS

Entrance Date: _____

Name: _____ Age: _____ R.E. _____

Physical: _____

Hearing: _____ Vision: _____

Dominance: _____

Betts Spelling Score: _____ Instructional Level: _____

SORT: _____ Grade Level

SIT: _____ Mental Age: _____ Chronological Age: _____

I.Q.: _____ Silvaroli Sight Word: _____

Gates - MacGinitie Form _____

Speed Attempted: _____ Grade Score _____

Number Correct: _____ Grade Score _____

Vocabulary: _____ Grade Score: _____

Comprehension: _____ Grade Score: _____

Average Grade Score _____

Informal Reading:

Frustration Level _____ Instruction Level _____

Independent Level _____

Bond, Balow, Hyt:

Part 1 - Word Recognition

Raw Score _____ Grade Score _____

Part 2 - Comprehending Significant Ideas

Raw Score _____ Grade Score _____

Part 3 - Comprehending Specific Instructions

Raw Score _____ Grade Score _____

Average Grade Score _____

PROGRESS REPORT

Gates-MacGinitie Form _____

Vocabulary _____ Grade Score _____

Comprehension _____ Grade Score _____

Average Grade Score _____ Gain _____

Botel _____ Gain _____

SORT _____ Gain _____

CASE ILLUSTRATION

The following case illustration is taken from _____ Reading Clinic.

ORIGINAL DIAGNOSIS

Entrance Date: _____

Name: _____ Age: _____ R.E. _____

Physical: _____

Hearing: _____

Dominance: _____

Betts Spelling Score: _____ Instructional Level _____

SORT: _____ Grade Level _____

SIT: _____ Mental Age: _____ Chronological Age: _____

I.Q.: _____ Silvaroli Sight Words _____

Gates - MacGinitie Form _____

Speed Attempted: _____ Grade Score _____

Number Correct: _____ Grade Score _____

Vocabulary: _____ Grade Score: _____

Comprehension: _____ Grade Score: _____

Average Grade Score _____

Informal Reading:

Frustration Level _____ Instructional Level _____

Independent Level _____

Programmed Reading Placement Test: _____

Comments:

Bond, Clymer, Hoyt:

Weakness Areas _____

_____

_____

Strength Areas _____

_____

_____

Test of Word Recognition Skills

Visual Discrimination _____% correct

Auditory Discrimination _____% correct

Initial Consonant Sounds _____% correct

Final Consonant Sounds _____% correct

Consonant Blends _____% correct

Consonant Diagraphs _____% correct

Test for principle of open syllable _____% correct

Long and short vowel sounds _____% correct

Principle of close syllables _____% correct

Test for "R" controller _____% correct

PROGRESS REPORT

Date: _____

SORT _____ Grade Level _____

Gates McGinite Form _____

Speed Attempted Grade Score: _____

Speed Number Correct Grade Score: _____

Vocabulary Grade Score: _____

Comprehension Grade Score: _____

Average Grade Score: _____

Bond, Clymer, Hoyt:

Weaknesses: _____

_____

RECOMMENDATIONS:

DEFICIENCY CHECK - LIST

The Deficiency Checklist contains a summary of information on the Case Illustration. It is completed for each student and is included in the teacher's lesson plan book. This allows the teacher to work efficiently on each student's weaknesses.

READING DEFICIENCY CHECK-LIST

Name_____ Age_____

School_____ Grade_____

Personality: Aggressive_____, Normal_____, Apathetic_____

Health: Poor_____, Fair_____, Good_____

Slosson Intelligence Test_____ Reading Expectancy_____

Spelling_____ Silvaroli_____

Slosson Oral Reading Test_____ Programmed Reading Placement Test_____

Informal Rading Inventory:
Independent_____
Instructional_____
Frustration_____

Gates-MacGinite Survey (D)	Form **1M**	Form **2M**
Speed and Accuracy		
Vocabulary		
Comprehension		
Average		

Other Tests: (Specity)_____

Test of Word Recognition Skills - Bond - Clymer - Hoyt

Test 1. Recognition of Words in Isolation _____

Test 2. Recognition of Words in Context _____

Test 3. Recognition of Reversible Words in Context _____

Test 4. Locating Elements _____

Test 5. Syllabication _____

Test 6. Locating Root Words _____

Test 7. Word Elements _____

Test 8. Beginning Sounds _____

Test 9. Rhyming Sounds _____

Test 10. Letter Sounds _____

Test 11. Word Synthesis _____

READING DEFICIENCY CHECK-LIST
Reading Rooms

Name_____ Age_____

School_____ Grade_____

Personality: Aggressive_____, Normal _____, Apathetic_____

Health: Poor_____, Fair _____, Good_____

Slosson Intelligence Test _____ Reading Expectancy _____

Spelling_____Botel_____

Slosson Oral Reading Test_____ Programmed Reading Placement Test_____

Informal Reading Inventory: Independent _____
Instructional _____
Frustration _____

Gates MacFinitie Reading Test Form_____

Vocabulary _____
Comprehension _____
Average _____

Other Tests: (Specify) _____

_____

_____

Test of Word Recognition Skills - Bond-Balow-Hoyt Form _____

Part I. Word Recognition _____

Part II. Comprehending Significant Ideas _____

Part III. Comprehanding Specific Instructions _____

LETTER TO PARENTS

After a child has been accepted, a letter is sent to the parents informing them that their child has been enrolled in Project Conquest. It also enlists their cooperation in assisting us to help their child.

PROJECT CONQUEST

School District 189

Reading Clinics and Reading Rooms

933 St. Louis Avenue
(Office)

Dear

Your child,_____, has been enrolled in a special reading class at_____School. This is in addition to reading in the regular program. Students who show possibilities for making the greatest gains have been selected for this class. In order to give your child the greatest amount of help, these groups are held to six students at a time. It is our belief that your child will show improvement in reading with this program.

Parents can help by:

...keeping your child in school regularly except when ill,
...seeing that he gets a good night's rest,
...providing a quiet time and place for study and reading,
...encouraging him to read books, newspapers, and magazines,
...letting him know you are interested in his school work, and
...listening to him read.

By working together, we believe this year your child will show significant gains in reading. Please feel free to visit us or to ask questions. We are here to be of service to your child.

Sincerely yours,

Bettye P. Spann
DIRECTOR PROJECT CONQUEST

_____
Clinician

DAILY RECORD SHEET

The Daily Record Sheet is an on-going summary in the areas of remediation in which each student and his teacher sees what deficiencies have been worked on and what areas need additional and/or more remediation.

NAME _____ ROOM _____ GRADE _____

SCHOOL _____ ORAL READING SCORE _____ SILENT READING _____

Daily Record Sheet (Reading Clinics)

DATE	Programmed Reading	Dictation	Word Perception	Vocabulary	Comprehension	Rate	Home Work	Oral	Book Out

NAME _____ ROOM _____ GRADE _____

SCHOOL _____ ORAL READING SCORE _____ SILENT READING _____

Daily Record Sheet (Reading Rooms)

DATE	Program Reading	Phono-Visual "Phonics"	Oral-Reading	Flash Cards Sight-Words	Comprehension	Listening	Recreational Reading	Book Out

REMEDIATION

TWO CASE STUDIES

I. Reading Clinic

II. Reading Room

CASE STUDY I

READING CLINIC DIAGNOSTIC PROFILE (Intermediate)

Turner, Steven - Client
Chronological Grade: 5.1 **Mental Grade 3.3** **School Grade 4.6**
Silvaroli: Level I
Betts Spelling: 1.0
Gates MacGinitie: 2.5 **Screening Score:** 2.5
SORT: 2.5
SIT: 83 R.E. 4.3
Gates Form D-1M:
Speed 2.3
Voc. 2.8
Comp. 2.9
Average 2.8
CA 10-1
MA 8.4
Word Recognition Skills:

Final Consonant	70%
Initial Consonant	70%
Consonant Blends	60%
Consonant Digraphs	40%
Long & Short Vowels	60%
Open Syllables	40%
Close Syllables	50%
"R" Controller	50%

Turner, Steven - Client
Subjective Reading Inventory:
Independent 0.0
Instructional 0.5
Frustration 1.5

Bond-Clymer-Hoyt:
Words in Isolation 2.4
Recognizing Words in Context 2.3
Recognition of Reversible Words in Context 2.3
Syllabication 2.4
Locating Elements 3.6
Locating Root Words 2.6
Word Elements 2.4
Beginning Sounds 3.2
Letter Sounds 3.4
Word Synthesis 3.3
Programmed Reading: Book I
Interest Inventory and Attitudes:
He likes art and automobiles.
He would like to be a store owner someday.

Steven Turner - Client

After reviewing his profile (Ref. I) we have come to the conclusion that Steven is:

(A) a slow learner
(B) an ambitious student

One way to motivate Steven is to use his interest to stimulate him. Steven is interested in cars and art. He plans to become a store owner some day.

Ways to motivate Steven Turner:

A. Word perception - Examples (Never in isolation)

Consonants:	soft 'c'	hard 'c'
	race	car

B. Marking vowels: race tire wheel trunk (Never in isolation)
C. Blends and digraphs: wheel transmission flat (Never in isolation)
D. Locating rootwords: racer driver bumper (Never in isolation)

E. Dividing words into syllables:

ra|cer au|to|mo|bile
v cv v cv cv cv

F. Pleasure reading and listening:
True Book of Automobiles
Childcraft - How Things Work Vol. 6
Childcraft - Make and Do Vol. 11
Checkered Flag Series

CLINICIAN'S SUMMARY - CLIENT, STEVEN TURNER

Steven seems to be a typical slow learner. His I.Q. and screening scores are consistent. Steven has many interests and seems to be psychologically well adjusted. He seems to have no social maladjustments. He indicates that he hopes to become a store owner someday which is indicative of a positive self concept.

INSTRUCTIONAL TECHNIQUES

The following is an outline of instructional techniques which could be used in the remediation of client Steven Turner.

The subsequent lesson plans center on the areas of word attack skills, vocabulary and comprehension. The materials recommended are those which could be used to correct his reading disabilities as indicated on the battery of tests.

I. Word Attack Skills
  A. Recognition Techniques
    1. Consonant Digraph

Given words that begin with a digraph, or contain digraphs in the medial or final position, the student will be able to correctly pronounce the word.

a. Phono-Visual Chart
b. Ideal Chart
c. Conquest pp. 42-44
d. Webster Word Wheels C1a and C2a
e. Dr. Spello pp. 26-27
f. Vocabulator I
g. Reading Skill Practice Pad No. 2 pp. 11-13
h. Reading Skill Practice Pad No. 3 pp. 13,14,76
i. Tach-X 35mm. Projector, and films
j. "Goals in Spelling Filmstrips," No. 159, frames 16-25
k. We Use Learning Games
   "Digraph Whirl"
   "Digraph Hopscotch"
l. Consonant Module and Auto Vance
m. Teacher Made Materials
n. Word lists from the Phonovisual Method

2. Long Vowels

The student will be able to recognize long vowel sounds associate them with letters, and reproduce them orally and/or in writing.

a. Phonovisual Charts
b. Conquest
   Double Vowels; pp. 49-51, 61
   v-c-v; pp. 56-58, 61
c. Reading Skill Practice Pad No. 2 pp. 17-20, 23-24, 27
d. Reading Skill Practice Pad No. 3 pp. 15-16, 17, 23
e. Phonics Skilltext C, pp. 18-32
f. Phonics Skilltext B, pp. 28-38
g. "Goals in Spelling Filmstrip", No. 160, Frames 16-26
h. Dr. Spello, pp. 16-20
i. Action Unit Book No. 1
   v-c-v (a) p. 17, (i) pp. 22-23
   Action Unit Book No. 2
   v-c-v (o) p. 5
   Action Unit Book No. 3
   Double Vowel (oa) pp. 5-6
   (oa) pp. 11-12; (ee) pp. 17-18
j. Vocabulators
k. Language Masters

l. Tach-X 35mm, projector, and films
m. We Use Learning Games
n. Vowel Dominoes
o. Full House
p. Vowel Module and Auto Vance
q. Word lists from Phonovisual Method Book

3. Short Vowels

The student will be able to recognize short vowel sounds, associate them with letters and reproduce them orally and/or in writing.

a. Phonovisual Charts
b. Conquest, pages 4, 8, 9, 14-15, 20-21, 25-26, 42-43, 61, 66, 71
c. Reading Skill Practice Pad No. 2, pages 17-20,23
d. Reading Skill Practice Pad No. 3, pages 15-16, 32
e. Phonics Skilltext B, pages 28-38
f. Phonics Skilltext C, pages 18-32
g. "Goals in Spelling Filmstrip", No. 160, frames 5-15
h. Dr. Spello, pages 4-5, 21-24
i. Vocabulators
j. Language Masters
k. Tach-X 35mm, Projector and Films
l. We Use Learning Games
Vowel Dominoes
m. Vowel Module and Auto Vance
n. Word List from Phonovisual Method Book

4. Syllables

Given a word orally and/or visually, the student will be able to state orally or in writing the number of vowel sounds and divide the words into syllables correctly.

a. Conquest
v-c-c-v pp. 104,105,110, 112
v-c-v-pp. 107, 109, 110-112
b. Reading Skill Practice Pad No. 2, pp. 47-48
c. Reading Skill Practice Pad No. 3, pp. 57-58
v-c-c-v, pp. 53, 57, 58
v-c-v, pp. 52-57, 58
d. Dr. Spello, pp. 52-53
e. We Use Learning Games
"Syllable Count"
f. Phonics Skilltext B, pp. 37,39,43,46,49,64
g. Phonics Skilltext C, pp. 5,14,37,39,42,43,44
47-49, 51,53,54,56-61,63,65,68,70-72,77,79,86,89,90
h. Teacher Made Materials
i. Word Lists from Phonovisual Method Book

5. Open-Closed Syllables

The student will be able to recognize a syllable as being either open or closed when it is presented orally or visually, and will be able to correctly pronounce the syllable.

a. Reading Skill Practice Pad No. 2, pp. 17-20, 24, 27
b. Reading Skill Practice Pad No. 3, pp. 15, 23, 52, 53, 58

c. Phonics Skilltext B, pp. 37,39,43,49,64
d. Dr. Spello, pp. 17,18,22,25
e. Teacher Made Materials

6. "r" Controlled Vowels

Given a word containing an "r" preceded in a syllable by a, e, i, o, u, the student will be able to pronounce the words.

a. Phonovisual Charts
b. Conquest, p. 76
c. Phonics Skilltext B, pp. 48,51,59,60,64
d. Phonics Skilltext C, pp. 5,13,18,19,21,24,26,34,39
e. "Goals in Spelling Filmstrips," No. 460, frames 27-30
f. Dr. Spello. p. 31
g. Webster Word Wheels, pp. 15,16,17
h. Reading Skill Practice Pad No. 2, pp. 21-22
i. Reading Skill Practice Pad No. 3, pp. 21-23
j. Vocabulator III
k. Teacher Made Materials
l. Word List from Phonovisual Method Book

7. Consonant Blends

The student will be able to identify a consonant blend and will be able to pronounce a word containing a consonant blend.

a. Conquest, pp. 9,15,21
b. Phonics Skilltext B, pp. 20,22,23,24,26,40,41,42
c. Phonics Skilltext C, pp. 4,9,10,14,19,23,35-36,40-42
d. Reading Practice Pad No. 2, pp. 9-10
e. Reading Practice Pad No. 3, pp. 11,12,17,76
f. Vocabulators III and IV.
g. Tach-x 35mm projector and film
h. We Use Learning Games
"Blends Race"
"Consonant Rummy"
i. Ideal Chart
j. Word List form Phonovisual Method
k. Teacher Made Materials

8. Beginning Consonant Sounds

Given any word beginning with a consonant, the student will be able to reproduce either orally or in writing, the correct consonant.

a. Phonovisual Method Charts
b. Conquest, pp. 1-3
c. Reading Skill Practice Pad No. 2, pp. 1,4,23
d. Reading Skill Practice Pad No. 3, pp. 5-10
e. Consonant Module and Auto Vance
f. Phonics We Use pp. 1-7
g. We Use Learning Games

"Consonant Rummy"
"Spin-A-Sound"

h. Dr. Spello, pp. 7,9-10
i. Phonics Skilltext B, pp. 2,4-9
11,13,18-21,26,28,29,47,62
j. Phonics Skilltext C, pp. 2, 6-7
k. Word List from Phonovisual Method Book

9. Final Consonant Sounds

Given any words ending with a consonant sound, the student will be able to reproduce, either orally or in writing, the correct consonant.

a. Phonovisual Chart
b. Reading Practice Pad No. 2, P. 2
c. Reading Skill Practice Pad No. 3, pp. 5-6
d. Phonics Skilltext B, pp. 3-10
13,16,18,23,35,62
e. Phonics Skilltext C, pp. 4,6-7
f. Dr. Spello, pp. 11
g. Ideal Chart
h. Teacher Made Materials

10. Rhyming Sounds

The student will be able to determine whether sounds do or do not rhyme and state them orally or in writing

a. Reading Skills Practice Pad No. 2 pp. 4,12,32
b. Reading Skill Practice Pad No. 3, pp. 12-18
c. Phonics Skilltext B, pp. 13,15,26,28-29, 41,52,57,59,60
d. Phonics Skilltext C, pp. 11,23,28,30,32-33,47,60,73,85

B. Visual Analysis

1. Compount Words

Given a compound word either visually or orally, the student will be able to divide it correctly into smaller words from which it was derived.

a. Conquest, pp. 98-100
b. Reading Skill Practice Pad No. 2, p. 42
c. Reading Skill Practice No. 3, p. 39
d. Action Unit Book No. 1, p. 5
e. Dr. Spello, pp. 45-47
f. Phonics Skilltext B. pp. 3,12,15,21,27,45,63
g. Phonics Skilltext C, pp. 3,11,31,33,39,42,49,
54,63,65,67,79,90
h. Word List from Phonovisual Method Book
i. Teacher Made Materials

2. Root Words, Prefixes, Suffixes

Given a word containing a prefix, a suffix, or both, the student will be able to state correctly the parts of the word as being either; 1, the base or root; 2, the prefix; 3, the suffix. This may be stated orally or in writing.

(a) Root Words
- a. Phonics Skilltext B, pp. 10-11,13,19,35,39,49, 53,55,59,61,63
- b. Phonics Skilltext C. pp. 3,15,17,19,25,31,45 47,51,53,54,55,63,64,72,74,77,79,90,91
- c. Dr. Spello, p. 64
- d. Reading Skill Practice Pad No. 2, pp. 37-41
- e. Reading Skill Practice Pad No. 3, pp. 29, 30,39,41, 42,46,56,73,76
- f. Teacher Made Materials

(b) Prefixes
- a. Conquest, pp. 114-143
- b. Dr. Spello, pp. 64-66
- c. Reading Skill Practice Pad No. 2, p. 45
- d. Reading Skill Practice No. 3, pp. 40,56,58,73,76
- e. Phonics Skilltext C, pp. 47,49-51, 53,57,63,65
- f. Action Unit Book No. 3, p. 23
- g. Tach-X 34mm, Projector, films
- h. Teacher Made Materials

(c) Suffixes
- a. Conquest, pp. 130-44
- b. Dr. Spello, pp. 67-71
- c. Reading Skill Practice Pad No. 2, pp. 39,40,46
- d. Reading Skill Practice Pad No. 3, pp. 40,46,56,58,73,76
- e. Phonics Skilltext B, pp. 11,21,23,25,27,35 37, 39,41,43,45,49,51,57,59,61
- f. Phonics Skilltext C. pp. 15,16,23,28,35,42, 44-45, 51, 53-57, 61, 63-66, 71-72
- g. Action Unit Book 1, p. 11
- h. Action Unit Book 2, p. 17
- i. Action Unit Book 3, p. 44
- j. Tach-X 35mm, Projector, films
- k. Teacher Made Activities

VOCABULARY

Vocabulary is the total number of words in a language. It is also the collection of words a person knows and uses in speaking or writing.

The vocabulary of a language is always changing and growing. As life becomes more complex, people devise or borrow new words to describe activities. The total vocabulary of the Anglo-Saxon language from which English stems included roughly fifth thousand (50,000) words. No one knows the exact number of words in the English vocabulary today but it contains at least six hundred thousand (600,000) words.

A person has two kinds of vocabularies:

1. His active or working vocabulary consists of words he uses in speaking and writing.
2. He uses passive or recognition vocabulary when listening or reading.

This means he is capable of understanding oral and written words that are not in his speaking or writing vocabulary.

A person increases his vocabulary throughout his life. Studies have shown that a child entering school may know only from three thousand (3,000) to four thousand (4,000) words, but by the time he has completed college, he may use or understand from ten thousand (10,000) to thirty thousand (30,000) words.

The range of a person's vocabulary is a clue to his culture, education and general intelligence. Control over words is often the same as control over the ideas the words represent.

TYPES OF VOCABULARY

The first type of vocabulary knowledge that a person acquires is a hearing vocabulary. Most babies show that they can respond correctly to spoken words before they are able to use these words in their own speech.

Hearing vocabulary develops earlier than speaking vocabulary, and throughout life the number of words to which a person can react appropriately when he hears them remains longer than the number which he can employ correctly in his own speech or writing. A child's total meaningful vocabulary is the sum of all the words which he can understand or use correctly, whether in listening, speaking, reading or writing.

LISTENING VOCABULARY OBJECTIVES

Purpose: To expand the child's passive language code.

General objective:

The student will be able to give meanings of words read or spoken to him in Standard English at his grade level.

1. The student's listening vocabulary will be assessed through the diagnostic listening tests in the SRA Ia kit.
   Materials
   a. SRA Ia Kit
2. When the teacher reads a list of commonly used words of his grade level he will be able to verbally give the meaning of 90% of them.
   Materials
   a. SRA Ia Kit
   b. Storybooks read by the clinician from Scott Foreman's "Invitation to Personalized Reading".
   c. Listening games
      Directions by clinician
      Listening to riddles
      "Headwork" from Children's Highlights

ORAL VOCABULARY OBJECTIVES

Purpose: To increase the pupil's Standard English oral vocabulary to grade level.

General Objective:

The pupil will be able to make his needs understood through verbal interaction.

A. The pupil will be able to retell stories in his own words or tell what he likes best about a story

—Games
1. Password
2. Scrabble
3. Singer Black ABC card exercises
4. Crossword Puzzles
5. Word Association Games

B. The pupil will be able to generate his own sentences.
1. Sentence Train
2. Reading Thinking Skills

Level 1 pp. 5&6 Extending Word Meanings
pp. 7-10 Understanding Multiple meanings
pp. 19-22 Analogous Relationships
Level 2 pp. 2&3 Extended Word Meanings
pp. 4&5 Multiple Meanings
pp. 10&12 Analogous Relationships
Level 2 & 3 of books from Scott-Foresman Reading Systems

C. Read choice literature to the children and explain the unfamiliar words and phrases.
D. Provide for dramatic play. (Puppets from Fun-Do-Kit)
E. Show and discuss films and filmstrips.
F. Provide opportunities for the pupils to compose experience charts, messages, letters, and invitations to be written by the clinician.
G. Plan for the pupils to dramatize stories, poems and action words.

READING VOCABULARY OBJECTIVES

General Objective I:

The pupil will be able to read flash cards containing words from a list of twenty five (25) clinician chosen words or a list of ninety two (92) or two hundred and twenty (220) words from the Dolch Basic Sight Word List. He will also demonstrate an ability to memorize these words for quick reference.

Objective I-a:

Given picture representations of words used in instruction and cards containing the printed words, the pupil will match the picture to the correct card.

Objective I-b:

Given a story read by the clinician which omits some of the words (220 Basic Sight Word List) the pupil will be able to supply the missing words.

Objective I-c:

Given a list of words, the pupil will circle the word on the list that is identical to the word given orally by the clinician from the clinician's list of basic sight reading words.

Objective I-d:

Given a flash card containing one of the

words picked at random frim the list of twenty five (25) sight reading words chosen by the clinician, the pupil will be able to say the word on the card.

Objective I-e:

Given a flashcard containing any one of the ninety two (92) most frequently used words in English, the pupil will be able to say the word.

Objective I-f:

Given written sentences composed entirely of words from the list of ninety two (92) most commonly used words in English, the pupil will be able to read the sentences.

Objective I-g:

Given a flash card bearing any one of the 220 Dolch Basic words, the pupil will say the words.

Objective I-h:

Given written sentences composed entirely of words from the list of 220 Dolch words, the pupil will be able to read the sentences.

Objective I-i:

Given a set of ten (10) flashcards containing words from the Dolch list, which the pupil does not know, the pupil (with help from the clinician) will be able to say them after ten (10) minutes of study.

SIGHT VOCABULARY

Materials - Objective I

1. Dolch 220 flash cards
2. Singer SVE - Vowel Module - Letter Cards for making words
3. Basic Sight Vocabulary Cards
4. Programmed Reading Book 1 and worksheets
5. SRA Kit 1A-Levels Gold through Aqua
6. Scholastic - Individualized Reading Kit - Primary
7. Dictionary No. 2 - Pyramid Dictionary Series
8. Webster Word Wheels
9. Conquests in Reading - Pages 11, 13, 17,19, 23, 24, 28, 29, 30, 41, 45, 47, 48
10. Bell & Howell Language Master - Vocabulary from Dolch & Programmed, and Basic Vocabulary
11. Microfiche Reader - 1.0 to 2.0 instructional level books
12. Tachistoscope - Instant Words Primary level
13. Controlled Reader - 1st grade level
14. Ideal Classification Charts No. 1, 7, 10
15. "Get Set" game from Houghton Mifflin - Picture Words
16. Vocabulary Games
    " "
17. Reading Thinking Skills - First Reader
    Levels 1 & 2
    Level 1 pp. 1-3 Picture Dictionary
    Level 2 pp. 1-
    " "
    Level 2 pp. 9-10 Building Compound words

VOCABULARY GAMES:

1. **ALERT - O**

Purpose: To provide practice in word recognition.

Players: Small reading group.

Materials: (1) Word Cards
(2) Chart Holder

Directions: Place a number of word cards in chart holder, Write a number, for example three (3), on the chalkboard. He should name each card as he takes it. Change the number for the next pupil, and so on. The clinician may add other cards to the card holder until each pupil has had a turn.

Adaptions: Sight words might be listed on the chalkboard. The pupil could erase his number of words naming the words as he erases them. Phrase and sentence cards may also be used.

2. **Spider** Pupils are seated in a semi-circle. Each pupil gets a card to hold by reading it as it it held up by the teacher.
One pupil is chosen "Spider". The "Spider" reads his own card and "catches" the "flies" by reading the cards of the other pupils. If the "Spider" misses a

word, the "fly" may keep his card by reading it himself. If he cannot do so, others "help" and the card is returned to clinician's pile.
The "Spider" counts his "flies" by re-reading his entire catch. New "Spider" is chosen and the game begins again.

3. **Match it** Ten or twelve words are listed on the chalkboard. Identical words are written on cards and put in a box. Pupils draw a card, read the word, then erase its counterpart on the board or circle it, check it, or underline it.

4. **Go Together** Using known words, prepare two stacks of cards for things that could go together logically (Stack one: bed, dish, boy, kangaroo, snow plow - depending on your level). Pupils draw from stack one, then select the card that goes with it from stack two.

General Objective II:

The student will be able to deal with unfamiliar vocabulary through structural aid.

Objective IIa:

Given ten (10) words derived by adding -ing, -ed, -s, -es to the root word, the student can circle that part of each word which is the root word, and give a definition of that word.

Objective IIb:

Given a list of compound words, the student can write beside each compound word the component parts of that word.

Objective IIc:

Given words, each containing any prefix or suffix, and following each, two meanings for the word, the student can underline which of two meanings is correct.

Objective II - Vocabulary & Word Meaning Materials

1. Conquest, 12, 18, 46, 53, 60, 98, 99, 100, 105
2. Webster Word Wheels - Prefixes & Suffixes
3. Programmed Reading
4. SRA - Level Ia Gold & Aqua
5. Scholastic Kit - Master Work Sheet Book: pages for flurals & root words
7. Readers Digest Skills Pads - No. 1 & 2
8. Graflex Filmstrip viewer Webster Publishing - Basic Goals in Spelling Filmstrips
9. Crossword Puzzles
10. Scholastic Kit - "Match It" Game
11. Teacher Made Materials

General Objective III:

The pupil will be able to assess denotation and multiple denotations as determined by context.

Objective III III a:

Given a picture and three familiar phrases, the pupil will be able to determine the specific phrase intended and underline the phrase that relates to the picture shown.

Objective III b:

Given a familiar word of multiple meanings, the pupil will state two or three meanings of the word.

Objective III c:

Given a sentence missing an obvious word that is familiar to the pupil, the pupil will use context to determine the omitted word.

Objective III d:

Given an unfamiliar word of multiple meaning in several contexts, the pupil will be able to give the intended meaning of the word in each context, with or without a list of definitions or synonyms.

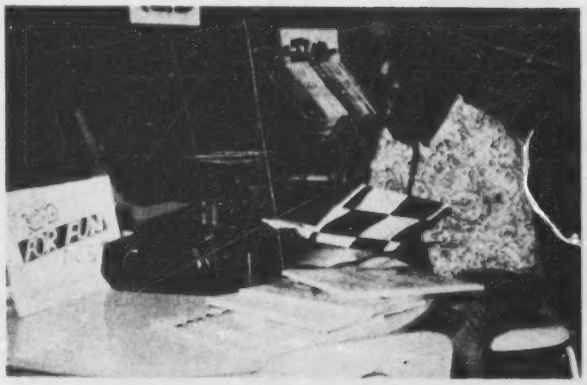
Objective III e:

Given an unfamiliar word of a single meaning in a sentence, the pupil will use the context of the sentence to determine the meaning of the word, with or without a list of possible synonyms.

Materials for Objective III

1. Programmed Reading-begin Book 1
2. Barnell Loft - Using the Context Books A & B
3. Scott Foresman Reading Systems
   Levels 2,3,4 Books and Ditto Worksheet

4. Multimedia Education - Miniature Library 1 A.
   Len The Little Man) with the vocabulary cards & questions
   Captain Ben) " " " " " "
5. Benefic Press: Chandler Series
   Cowboy Sam & Porky
   Cowboy Sam & Shorty
   Cowboy Sam at the Fair
6. SRA Kit Ia Gold and Aqua
7. Bowmar Series
   Orange Books 1.0 - 1.5
   Yellow Books 1.5 - 2.0
   Green Books 2.0 - 2.5
8. Scholastic Individualized Reading Kit
   Primary interest book
9. Xerox Education Publication
   Read, Study, Think No. 2
10. Continental Press
    Reading, Thinking, Skills
    Levels 1 & 2
    pp. 5 & 6 - extended word meaning
    pp. 10, 11, 12 - understanding multiple meaning
    pp. 13, 14, 16 - inferring from context
11. Conquest in Reading - Story sections
12. Crossword Puzzles
13. Hidden Pictures



Comprehension Skills - Steven Turner - Client

I. Literal Comprehension:

A. **General objective:** Given a pictorial or written stimulus Steven Turner will be able to locate specific details, and/or answer questions based upon the stimulus. He will be able to:
   1. List specific details
   2. Locate paragraphs and/or sentences which contains
      (a) quoted statements
      (b) a restated idea from the story
      (c) answer a specific question
   3. Locate sentences for who, what, how, when or where
   4. Fill in details from selection
   5. List a specific number of facts from a story

The following materials may be used:

Get Set Games
   (a) Picture Words
   (b) Sentence Train
Reading Thinking Skills - Pre-Primer, Primer & Level 1
Readers Digest Practice Pad 2 & 3
Webster - Basic Goals In Reading
Conquest In Reading

Barnell-Loft Series
   (a) Using the Context Books A,B

(b) Getting the Facts Books A,B
(c) Locating the Answers Books A, B

S.R.A. Basic Reading Series
Workbooks Level B & C

B. Given an exposure to a pictorial or written stimulus, the student will be able to recall in verbal or pictorial form, a sequence of events. He will be able to:

1. Identify ideas which were taken from a story.
2. Re-tell from memory the main events in sequence from an unfamiliar story to which he has listened.
3. Arrange sentences in a specific order or in the order in which they appear in the story.

The following materials may be used:

Reading Thinking Skills - Pre-Primer, Primer & First Reader
Action Kit Unit Book I pp. 10-17 & 26-31
Readers Digest Cassette
Book 1 Part 1
Indian Dancers pp. 4-10
One Way to Make Friends pp. 54-57

Book 1 Part 2
A Day for Kites pp. 18-25
Our Pet Eagle pp. 30-35
Moon Talk pp. 51-57

Read-Study-Think Book 2
Cowboy Sam Series - Porky & Shorty Work Books
Readers Digest Practice Pad 2 p. 64
Controlled Reading Stories Grade 2

C. Given a pictorial, oral or written stimulus, Steven will be able to identify and express its main ideas. He will be able to:

1. Group pictures according to subject matter
2. Give titles or main ideas for pictures
3. Give titles or main ideas for sentences or paragraphs

The following materials may be used:

S.R.A. Ia
Action Kit - Unit I (26-31)
Webster - New Practice Reader Book A
Miniature Library 2a
Reading Thinking Skills (Level 1 pp. 10-12)
Bowmar Kit

(a) Little Bulldozer (orange) 1.0 - 1.5
(b) Fireman Nicky (orange) 1.0 - 1.5
(c) Here Comes the Bus (yellow) 1.5 - 2.0
(d) Tim Climbs a Tree (yellow) 1.5 - 2.0

(e) Going Swimming (green) 2.0 - 2.5
(f) Painting Pictures (green) 2.0 - 2.5
(g) The Airport (green) 2.0 - 2.5

This kit is on the primary level. It is written with the pupil's interest in mind. The books are easy to read and comprehend.

D. Given any written selection, Steven will be able to distinguish between (1) factual and non-factual elements and between (2) specific and general facts. Steven will be able to:

1. Identify statements about events that could possibly take place and statements about events that could not possibly take place.
2. List a given number or all the facts contained in a given selection.

The following materials may be used:

The Complete Series of Childcraft
Dr. Seuss
True Books of Adventure
Miniature Library
Encounters: Reality in Reading & Language Series
Cambridge Book Company, Inc.
Invitation to Personal Reading Kit-Grade 1-Set B (Scott-Foresman)
True Book
Airport and Airplanes
Flight
Automobiles
Cassettes - Readers Digest Part I
New Reading Skill Builders pp. 26-32
Individualize Reading from Scholastic
Reaching Up - Kit I
Records and Books
Master Work Sheets - pp. 5, 17-20

II. Interpretation

A. **General Objective:** Given a story missing a conclusion or ending, which is unfamiliar to Steven, he will select the best sentence from a set of sentences, or write a sentence that predicts what might possibly happen next (Predict outcomes: Draw Conclusions) Steven will be able to:

1. Draw specific inferences from given pictorial or written content
2. Complete sentences with or without a list of possible answers when given sentences that are missing a word or phrase that is obvious from context
3. Answer questions related to a paragraph or a short story when the answer is implied but not directly stated within content of that paragraph.
4. Interpret content and write an explanation of the moral value implicitly presented after reading selections which suggest a moral value (e.g.) an Aesop's Fable
5. Identify by their proper names all speakers and persons spoken to and all important animals or objects referred to by pronoun or common noun

The following materials may be used:

Conquest in Reading
Reading and Thinking Skills 1[1], 1[2], pp. 17-19
Reading and Thinking Skills Primer pp. 17-18
Reading and Thinking Skills Level 2[2], pp. 7-8

It should be brought out and emphasized that there is a program of constant evaluation and reinforcement employed by the clinicians. If Steven fails to perform adequately in any area mentioned, the clinician will re-route him in the same area with additional material on the same skill, using different techniques and materials which should privide a positive learning situation.

CASE STUDY II

READING ROOM DIAGNOSTIC PROFILE (Primary)

J.P. Nunn - Client

Age: 9
Grade: 3 (Student retained in grade 1)
Vision: ok
Hearing: ok
Health: ok

Screening Score: Gates MacGinitie - Form B -
Composite Score: 1.9

R.E. 2.8
Botel: Level 2
Spelling: 13 correct ... Below 2nd grade

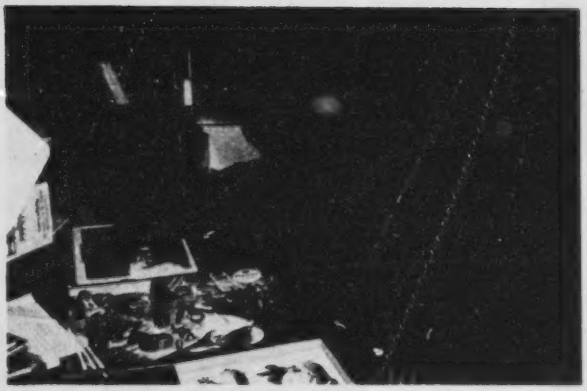
Programmed Reading Placement: Book 1

Bond-Balow-Hoyt
Part 1 Word Recognition: 2.2
Part 2 Comprehending Significant Ideas: 1.9
Part 3 Comprehending Specific Instruction: 1.9

Gates MacGinitie C Form 1
Vocabulary: 2.0
Comprehension: 1.7

Slosson Oral Reading Test: 2.3
Slosson Intelligence Test: I.Q. 96
Informal Inventory
Frustration: 1.5
Instructional: 0.5
Independent: 0.0

Interest Inventory:
Likes to finger paint, belongs to Boys Club, likes Music and Science.
Classroom Teachers Referral Comment:
Weakness-phonics and has a bad attitude toward school.



MOTIVATION

J.P. Nunn - Client

After reviewing his profile, (Ref. I) seemingly J.P.:

A. needs self-confidence
B. needs positive reinforcement
If his self-confidence is restored and he receives positive reinforcement, he will be motivated to do better academically.

Ways to motivate J.P. Nunn:

A. Make a crossword puzzle pertaining to music or science (his main interests) and let him fill in the missing vowels. This motivates J.P. to learn his vowels and their sounds while he is working with words that are of interest to him. (Ref. II).
B. Bring in sheet music that will give J.P. the initiative to sound out words while learning.
C. Records and tapes of popular tunes can be used to pick out words with blends.

D. Books with scientific experiments are available in the reading rooms and clinics. Example:

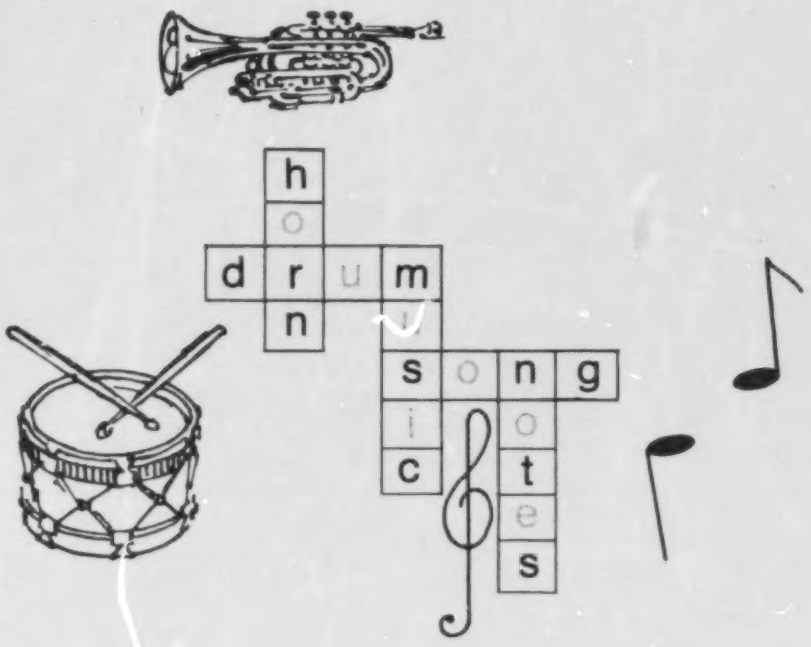
Scott Foresman Reading Systems
Level 3, Book I - The Program Book

In order to do these experiments, J.P. must read; therefore, the experiments are motivating factors.

CLINICIAN'S SUMMARY - J.P. NUNN, CLIENT

Due to the large gap between J.P.'s I.Q. and screening scores, a definite emotional problem exists. With an I.Q. of 96, J.P. should be able to function at his chronological age level. He is functioning at a level 2 to 3 years below his chronological age. This, plus the fact that J.P. has a bad attitude toward school, indicates a need for additional psychological testing (Stanford-Binet or WISC) more information concerning specifically what J.P.'s problems and hostilities are and how he can be helped. We need to know more about J.P.; if he is emotionally disturbed, he may need more specialized help than we are capable of giving. If the problem is not to great, the results of a psychological tests and counselor's advise can be used as guidelines in motivating.

REFERENCE II



1. Instrument you blow is a horn.
2. Instrument you hit is a drum.
3. We use music books to sing.
4. What you sing is a song.
5. Notes make music.

INSTRUCTIONAL TECHNIQUES

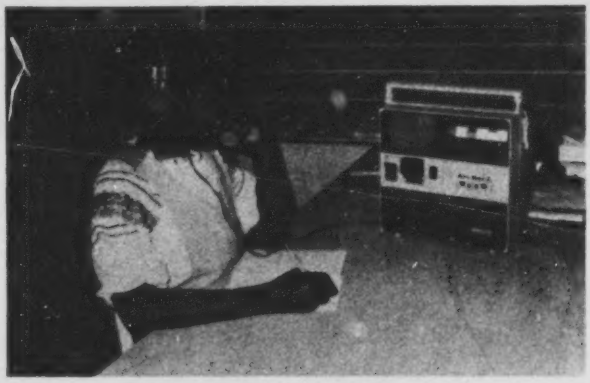
The following is an outline of instructional techniques which could be used in the remediation of the client, John P. Nunn.

The subsequent lesson plans center on the areas of word attack skills and comprehension. The materials recommended are those which could be used to correct his reading disabilities as indicated on the battery of tests.

OUTLINE

I. WORD ATTACK SKILLS
- A. Rhyming (oral)
- B. Visual Discrimination
- C. Phonetic Analysis
  1. Phonetic Knowledge
  2. Blends
  3. Vowels - short and long
  4. Controlled vowels "r"
  5. Letter substitution
- D. Structural Analysis
- E. Basic Sight Words

II. COMPREHENSION
- A. Meaningful Vocabulary
- B. Experience Sentences
- C. Story - Paragraph Meaning



I. Word Attack

A. **Rhyming-Objective:** J.P. Nunn will be able to identify, reproduce, or generate sounds which rhyme.

1. **Specific Objective:** Given orally a series of Rhyming words, J.P. will state another word rhyming with the same sound pattern. Words taken from:

   a. Mr. Brown Can Moo
   b. The Cat in the Hat
   c. The Foot Book
   d. Hop on Pop
   e. Fox in Socks
   (No books pages & all books are by Dr. Seuss)

2. Given an orally read or written copy of a rhyming couplet with an incomplete last line, with or without a list of possible answers, J.P. will be able to write or speak the words that rhyme.

   a. Reading Skill Practice Pad I
   pp. 3, 29-41, 42, 59, 60
   b. Reading Skill Practice Pad II
   pp. 4, 12, 32
   c. Cowboy Sam and Shorty
   p. 21
   d. Highlights
   pp. 6, 17, 22

B. Visual Discrimination

1. **Objective:** J.P. will be able to discriminate between different letters, figures, letter sequences (words or non-words) and colors.

   a. Highlights - Getting Ready to Read
      pp. 1-5, 9-18, 21, 22, 29
   b. Reading Thinking Skills
      pp. 1-20
   c. Scott-Foresman Books Level 1 Masters
      pp. 1-50
   d. Scott-Foresman Book Level 2 Masters
      pp. 1, 4, 5
   e. Buddy's Book of puzzles pp. 1-23
   f. Cowboy Sam and Porky
      (workbook) pp. 3, 12, 19, 26
   g. Teacher Made Material
   h. Flannel Board Teaching Aids - Opposites

C. Phonetic Analysis - J.P. Nunn will be able to identify and differentiate between initial and final sounds and discriminate between the initial and final sounds.

1. Phonetic Knowledge
   a. Phonovisual Chart
   b. Phonovisual Method
      pp. 13-15, 19, 34, 35
   c. Reading Skill Practice Pad No. 1
      pp. 1, 5-13, 15, 16, 17-22
   d. Consonant Module and Auto-Vance
   e. Phonics skilltext Book D
      pp. 2-9
   f. Dr. Spello
      pp. 2, 3, 6-11
   g. Conquest
      pp. 1-3
   h. Phonovisual Consonant Workbook
      pp. 2-79
   i. We Use Learning Games
      —Consonant Race
      —Spin-A-Sound
   j. Teacher Made Materials

J.P. also needs help with consonant blends. Therefore, after exercises for remediation, he will be able to identify and pronounce consonant blends.

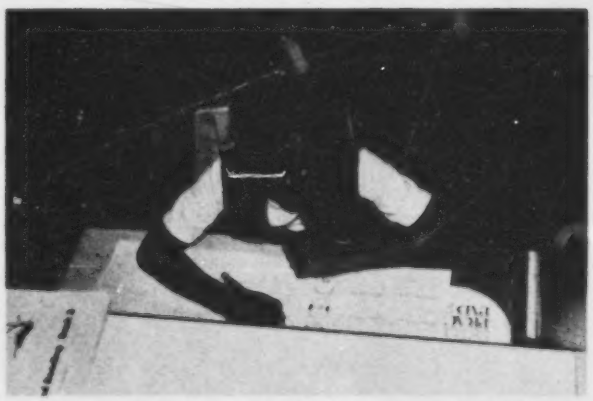
2. Blends
   a. Phonovisual Method
      pp. 36, 43
   b. Reading Skill Practice Pad No. 1
      pp. 31-34
   c. Vocabulators I and II
   d. Phonics skilltext
      pp. 9-12, 16-17, 19-21, 26, 31, 42, 45, 50, 62

e. We Use Learning Games
—Blends Race
—Consonant Race
f. Phonics is Fun Book 2
pp. 69-76
g. Teacher made materials

After findings, J.P. will be able to recognize, associate and reproduce long and short vowel sounds.

3. Long Vowels
a. Phonovisual Charts
b. Reading Skill Practice Pad No. 1
pp. 27-29
c. Phonovisual Method
pp. 37, 47
d. Phonics Skilltext Book B
pp. 28-29, 20-36, 38, 43-44, 46-47, 49, 51, 53
e. Dr. Spello
pp. 16-20, 22-25
f. Vocabulators
g. Conquest
pp. 49-51, 56-58, 61
h. Vowel Module and Auto-Vance
i. We Use Learning Games
—Vowel Dominoes
—Full House
—Vowel Lotto

4. Short Vowels
a. Phonovisual Charts
b. Reading Skill Practice Pad No. 1
pp. 27-29
c. Phonovisual Method
pp. 36, 41, 45-46
d. Phonics Skilltext
pp. 29-32, 34-36, 38, 43, 53
e. Vocabulators
f. Dr. Spello
pp. 17, 21, 23-25
g. Conquest
pp. 4-5, 8-10, 14-16, 20-22, 25-27, 42-43 61, 66, 71
h. Vowel Module and Auto-Vance
i. We Use Learning Games
—Vowel Dominoes
—Full House
—Vowel Lotto



Given words containing "r" preceded in a syllable by the vowels a, e, i, o, u, J.P. will be able to pronounce the words.

5. Controlled Vowels "r"
a. Phonovisual Chart
b. Phonics Skilltext Book B p. 48

c. Vocabulator
d. Conquest p. 76
e. Teacher Made Materials

It was found that J.R. Nunn needed help in letter substitution. Therefore, we felt it necessary to do exercise skills in this area for proper remediation.

6. Letter Substitution
   a. Reading Skill Practice Pad No. 2 pp. 3-4, 23
   b. Teacher Made Materials

D. Structural Analysis - Given a list of twenty word variants, J.P. will be able to underline correctly eighty percent of the root words.

1. Root Words
   a. Reading Skill Practice Pad I pp. 49, 50
   b. Cowboy Sam and Porky, p. 6
   c. Cowboy Sam and Shorty p. 25

Given ten (10) words derived by adding ing, -ed, -s, -es to the root word, J.P. can circle part of each word, which is the inflectional ending with ninety percent accuracy.

2. Inflectional Ending
   a. Reading Skill Practice Pad I, pp. 43, 44, 47, 49, 50, 62
   b. Cowboy Sam and Shorty, pp. 3, 4, 14, 28
   c. Cowboy Sam and Porky, pp. 4, 10, 31

Given twenty words, each containing any prefix or suffix, J.P. can underline the prefix or suffix with eighty percent accuracy.

3. Prefixes & Suffixes
   a. Reading Skill Practice Pad II, pp. 45, 46
   b. Phonovisual Method pp. 53

Given a list of twenty compound words, J.P. can write beside each compound word the component parts of that word with eighty percent accuracy.

4. Compound Words
   a. Reading Skill Practice Pad I pp. 57, 58, 61
   b. Readinv Skill Practice Pad II p. 42
   c. Cowboy Sam and Porky p. 2

E. Basic Sight Words - Objective: J.P. will be able to read flash cards containing words from a list of twenty five teacher chosen words or a list of ninety two or two hundred and fifty words from Dolch Basic Word List. He will also demonstrate an ability to memorize these words for quick reference.

1. Dolch Vocabulary
2. Botel Sight word
3. Two-hundred and fifth Basic Sight Words
4. Miniature Library Cards
5. Vocabulator Cards I and II
6. Phonetic Words of one Syllable pp. 65, 78
7. Teacher Made Material

We know that comprehension of reading materials requires an accurate vocabulary knowledge and the ability to relate words meaningfully in sentence, paragraph and story form. Comprehension develops through feedback and consideration of what one has read. Therefore, this student's vocabulary development will have to be improved in order for him to be able to work independently on comprehension skills.

Suggested Program

1. **Meaningful Vocabulary**

   a. Make sure that pupil has a basic sight vocabulary and knowledge of phonics. Extend vocabulary by listing special words he wants to learn (ghost, love, death, war, good, flood, explosion, etc.)
   b. Develop vocabulary grouping of words and have pupil classify animals, people, toys, houses, clothes, transportation, etc. Write words in simple story sentences. Play vocabulary games which have student take turns in round-robin oral story building using words given by the clinician.
   c. Print larger words and have pupil find, circle, or cut out little words from context. From given list of words, pupil prints on cards, cut up, and integrate into new words.

2. **Experience Sentences**

a. Use pocket chart and basic vocabulary. Have pupil make simple sentences, copy sentences on paper and discuss them. Have pupil dictate simple sentences while teacher writes them on the board. Follow-up by having student copy his own sentence to be placed in his "Sentence Story Box".
b. From reading series, teacher prepares short sentences on strips for individual pupil use and daily practice. Have pupil progress to reading longer sentences and phrases. Discuss sentences and have pupil draw and color their picture story depicting sentence meaning.
c. Use sentence-length window cards. Read to pupil and have him imitate sentence or phrase. Gradually increase length of sentence and speed. Review meaning of sentences. Transfer to silent reading using markers.

3. **Story-Paragraph Meaning**

a. Use markers for oral reading of two or more simple sentences followed by the student drawing and coloring his picture story. Cut and paste pictures from magazine illustrating sentence story. Sentences should be copied in "picture-story-book". Have J.P. relate his own experiences during the week-end or holiday with teacher writing the story. Pupil then copies his story and puts it in his "Picture-Storybooks". In same way build stories from field trips and other experiences.
b. Select simple comic sequences and have student read, arrange in order and explain story into tape recorder.
c. Extend to Programmed Reading Materials such as the Sullivan Series. The pupil gives a verbal explanation of story and responds to oral questions. Clinician should make up a test using comprehension questions on the total story.

(Materials (Selected from level I)

1. Bowmar (0.5) Red series

   J.P. will be kept in this color until potential is shown, then he is placed on the next level (orange - 1.0) Since he is interested in science he will select books according to his interest.

2. Minature Library 1a

   These books feature mostly natural sciences which should appeal to J.P.

3. SRA - Color-Gold

   This is a multi-level learning system geared to determine how well he understood what he read.

4. Reading Skills Practice Pad I

   We selected the pages dealing with "Using pictured clues to meaning" and "Strengthening recall of word form" The pages relating to these skills are pages 35, 36, 37, 39, 42, 43, 45, 46, 47, 48, 49, 50, 55, 56, 58, 59, 60, 61, 62, and 64.

5. New Phonics Skilltext (Book A-Units 2-29)

   This is to be used to determine how well J.P. understands the skills he has been taught.

6. Using the Context (Book A)

   We would make use of this book for varied and specific skills.

7. Games

   a. Silly Sentences
   b. Pairs
   c. Pick-a-Fit
   d. Sentence Train
   e. Picture Words

8. Conquest in Reading

   Use the skills on pages 7, 13, 19, 24, 25

9. Scott Foresman Series (Level I & II)

   Level II Masters: pp. 10, 18, 20, 21, 30, 32, 33, 42, 44, 47, 48, 49, 50, 51.

Machines

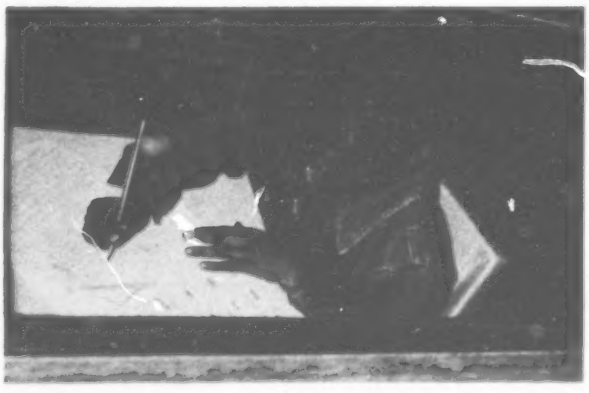
We have found that pupils have responded well to these machines.

1. Tape Recorder
2. Cassettes (Reader's Digest) (Singer)
3. Graflex
4. Controlled Reader
5. 35 MM Projector
6. Auto Vance
7. Micro-Fiche
8. Listening Kits
9. Tachistoscope
10. Record Player
11. Overhead Projector

Other Materials

1. Reader's Digest Skilltext
2. Childcraft
3. Read-text Treasure of Literature

Literary reading can top off his child's experience in comprehension in a manner that others cannot. Literature can contribute to J.P.'s leisure time enjoyment by extending and deepening his particular interests.



COORDINATION

Without the coordinated efforts of the homebase teachers, principals, parents and clinicians, our program certainly would not be able to function successfully. Conquest coordinates the efforts of each in the following manner.

REGULAR HOMEBASE TEACHER

One of the key elements for the success of Conquest in its role of supplementary reading program is coordinating the efforts of Conquest clinicians with the programs of homebase teacher. It is only through their close cooperation that the maximum in teaching efficiency can be achieved. To this end, the Conquest clinician explains the function of the program at the beginning of the year to each prospective homebase teacher. The homebase teacher then completes referral forms recommending potential students. The referral form (Exhibit I) includes space for teacher comments and evaluation. The clinician gives the battery of diagnostic tests to each pupil that has been referred. After testing is completed the clinician discusses each pupil's diagnostic profile with the homebase teacher. Final selection for pupils is made at this conference. The clinician draws up behavioral objectives for the pupil. He then meets with the homebase teacher regularly to coordinate specific skills with the homebase teacher's instructional program. The clinician also periodically observes his pupils in their natural classroom setting to better understand their needs and strengths.

PARENTS

The parents are an important source of information, and the opinions and information they can supply is sought. The parents are given encouragement to believe that there are important things they can do to help the remedial program. As the pupil progresses in his remedial work, notes and reports are sent home at regular intervals praising his efforts and mentioning some of his new achievements. Questionnaires are sent home to be filled out by parents. Regular monthly parent council meetings are held so that parents can reassess the needs of our program.

Home visitations are made by clinicians and clinician aides. Parents are encouraged to visit the reading centers to discuss their child's problems with the clinicians.

East St. Louis, Public Schools

Reading Clinic or Room

Special Reading Program

QUESTIONNAIRE FOR PARENTS OF CHILDREN
ENROLLED IN SPECIAL READING

Pupil's Name _____

Dear Parents,

Would you please answer the following questions so that we may know how you feel about your child's reading? This will help your child. Any comments or questions you care to make or ask will be welcome. Please have your child bring this sheet to the teacher tomorrow, if possible. Thank you.

Bettye P. Spann
Supervisior

Answer questions 1 through 10 by making a circle around one answer. Question 11 is to be answered by drawing a circle around the name of each item which your child reads. For question 12, please write out your answer.

1. Does your child enjoy being in Special Reading?
   Yes Somewhat No I don't know

2. Does your child show an interest in reading "just for fun"?
   No Almost never Sometimes Yes

3. What is your child's attitude toward reading?
   Very Interested Somewhat interested Indifferent Hostile

4. How often does your child read books, magazines or papers aside from regular school assignments?
   Daily Twice weekly Weekly Not often Never

5. Does your child enjoy reading to you?
   At times Yes No I don't know

6. How many children's books do your children own?
   None 1 to 5 5 to 10 10 to 25 25 to 50 More than 50

7. How often does your child use his (or her) spending money to buy a book?
   Monthly Once in a while Never

Child's Name_____

8. How often does your child go to the public library other than scheduled group visits?
Weekly Twice a month Once in a while Summer only Never

9. Do you get a daily newspaper?
Yes No

10. Do you like to read?
Mother: Yes No
Father: Yes No

11. What does your child read aside from school assignments?
Comic Books Labels on cans and boxes Newspapers Road signs
Books Magazines TV commericals Instructions for games
Advertising signs Sunday School papers

12. In what ways do you feel we can help your child? (Please write any suggestions you have.)

PROJECT CONQUEST
(Reading Clinics & Special Reading Rooms)

B.P. Spann, Director

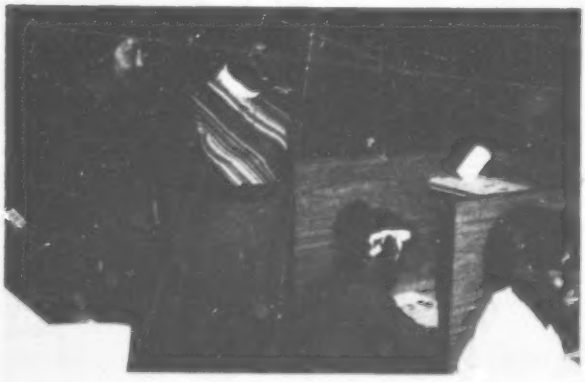
Parent Conferences

1. Maintain a friendly atmosphere
2. Be positive.
3. Be thankful, yet tactful.
4. Be constructive in suggestions.
5. Respect confidential information.
6. Remain poised.
7. Be a good listener.
8. Observe professional ethics.
9. Help parents find own solutions to problems.
10. Keep vocabulary simple. Explain new terminology.
11. Review any notes during conference.
12. Invite parents to visit and participate in school functions.
13. Base your judgements on all available facts and on actual situations.
14. Offer more than one possible solution to a problem.
15. Help parents to achieve better understanding of their child as an Individual.
16. Do not base marks or standards on what you did in schools.

PRINCIPALS

The school principals are made familiar with clinic policies and practices so that confusion can be avoided. They are informed during conferences and workshops how soon the diagnostic report will be sent to them and how many pupils from their school may be placed for remedial reading instruction.

During the year principals are informed of the progress of their pupils. They are encouraged to visit the centers regularly. Questionnaires are submitted to be filled out by the principal.



East St. Louis, Public Schools Reading Clinic or Room

Special Reading Program

QUESTIONNAIRE FOR CHILDREN IN THE SPECIAL READING PROGRAM

Name_____

Please respond to each question by making a circle around **one** answer.

1. How often do you read "just for fun"?

   Every day 2 or 3 times a week Once a week Never

2. How often do you buy a book?

   Every month Once in a while Never

3. Do you have a dictionary at your home?

   Yes No

4. Do you like to read?

   A lot Often At times Almost never

5. How well do you read?

   Poorly Pretty good Good Very good

6. How often do you know most of the words in the books you read?

   Almost always More than half of the time About half of the time
   Less than half of the time Almost never

7. How often can you figure out new words?

   Almost always More than half of the time About half of the time
   Less than half of the time Almost never

8. How often can you remember what happened in the book or story?

   Almost always More than half of the time About half of the time
   Less than half of the time Almost never

9. How often do you go to the public library to get books to read?

   Weekly Twice each month Seldom Summer only Never

10. Do you have a special place at home to keep your books?

    Yes No

Please answer each question by drawing a circle around **each of** your **responses** to each question. (You may have several answers).

11. What do you like to read?

    Stories Books Magazines Comic Books Funny papers Little books
    Sunday School papers Other _____

12. To whom do you like to read?

    Yourself Your mother Your father Your brothers and sisters
    Children in your classroom Special Reading group
    Your friends Other_____

Name_____

13. How does reading make you feel?

Happy Excited Interested Uncomfortable Afraid Sick

14. Who reads to you?

Mother Father Brothers and sisters Teacher
Other _____

15. How do you feel about reading?

I like it a lot. I like it sometimes. I don't like it much.
I don't like it at all.
I hate it. I wish I did't have to do it. I wish I could read better.
I wish I could read about _____

16. How do you feel about Special Reading?

I like it. I like it sometimes. I don't like it.

17. If you like Special Reading, why do you like it?

I like: The small group The books we use The things we do
Other_____

18. If you don't like Special Reading, why don't you like it?

I don't like: The small group The books we use The things we do
Other_____

19. What can you do well in reading?

Pronounce the words Figure out words for myself Remember what is said
Tell the meaning of words
Use the dictionary Find answers to questions Other_____

20. What would you like to know how to do in reading?

Pronounce more of the words Figure out words for myself.
Pronounce more of the words
Remember what is said. Understand the meaning of more words
Use the dictionary
Find answers to questions Other_____

Thank you very much for answering these questions.

AFTER-PROGNOSIS

Post tests are administered after pupils have attended the Reading Clinic or Reading Room for one year. Pupils who have reached grade level will receive a certificate of proficiency and will be able to return to the regular classroom the following school year.

The clinician then contacts the pupil's classroom teacher after the completion of each marking period to find if the pupil is continuing to perform at grade level. This is done for two consecutive years as a follow-up procedure.

Sometimes a pupil, after attending the Reading Clinic for two years will not have achieved grade level, but has reached his maximum potential, this pupil will return to the classroom.

The following awards are given at the close of each school year:

1. Certificate of Proficiency - Pupils who reach grade level.

2. Honorable Mention - Pupils within two to five months of grade level.

3. Achievement - Pupils reading ten books or more.

4. Attendance - pupils who have perfect attendance for the year.

Clinician's Report to Principal

School District No. 189
Elementary Reading Room

_____

Principal _____

School _____

Report of: _____ Age _____ Grade _____ I.Q. _____ R.E. _____

Pre-Test, Sept.

Student Attendance:

Satisfactory _____

Unsatisfactory _____

Student Attitude:

Negative _____

Positive _____

Pre - Score:

Bond, Balow Hoyt _____

Score _____

SORT: _____

Score: _____

Botel: _____

Score: _____

Post Score:

Bond, Balow, Hoyt _____

Score: _____

SORT: _____

Score: _____

Botel: _____

Score: _____

Has satisfactorily completed Reading Room work.

Should attend Reading Room next year.

Should not attend Reading Room next year. _____

_____

_____

_____
Clinician

Betty P. Spann
_____
Director

Certificate of Award

THIS CERTIFIES THAT

_____

has attended the

Reading Clinic District 189

and on this _____ day of _____, in the year

_____

is entitled to this

CERTIFICATE OF PROFICIENCY

_____ Clinician

Mr. William O. Thomas
Assistant Supt. - Special Services

Mrs. Betty P. Spann
Director of Project Conquest

Miss Marion Dunn
Director Title I Projects

Mr. William Mason
Superintendent of Schools
East St. Louis, Illinois

Achievement Award

To_____,

who read the following books in the
DISTRICT 189 READING CLINIC
and is entitled to this
CERTIFICATE OF PROFICIENCY

TITLE	AUTHOR

_____
Clinician's Signature

_____
Date

Honorable Mention

THIS CERTIFIES THAT

_____

has attended

_____ Reading Clinic District 189

anu is entitled to this

HORORABLE MENTION

_____ _____

Clinician Date

Miss Marion Dunn
Director Title I Projects

Mrs. Betty P. Spann
Director Project Conquest

Mr. William Mason
Superintendent of Schools
East St. Louis, Illinois

Attendance Award

THIS CERTIFIES THAT

_____

MERITS THIS AWARD FOR REGULAR ATTENDANCE
AT THE
ELEMENTARY READING CLINIC DISTRICT 189

Date _____

Clinician _____

Miss Marion Dunn
Director Title I Projects

Mrs. Betty P. Spann
Director Project Conquest

Mr. W.O. Thomas
Assistant Supt. - Special Services

Mr. William Mason
Superintendent of Schools
E. St. Louis, Illinois

POST SCRIPT

Obviously, nothing as dynamic as a living program involving almost a thousand students daily can be fully pictured in two dimensions. We feel, however, that the essential aspects of our program have been included. If you, the reader have any questions or comments about Project Conquest, we would welcome them.

The Committee